REPORT RESUMES

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TO MEET THE CHALLENGE OF THE HANDICAPPED CHILD. REPORT OF THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN.

MARYLAND GOVERNORS COMMISSION TO STUDY EDUC. NEEDS

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A SPECIAL COMMISSION APPOINTED IN JUNE, 1966, STUDIED THE EDUCATIONAL NEEDS OF MARYLAND'S HANDICAPPED CHILDREN. PUBLIC HEARINGS WERE HELD, AND PUBLIC AND PRIVATE AGENCIES SUBMITTED FORMAL STATEMENTS. TOP PRIORITY RECOMMENDATIONS WERE MADE ON--(1) EXTENSION OF STATE FINANCING, (2) ADMINISTRATIVE REORGANIZATION OF THE STATE DEPARTMENT OF EDUCATION, (3) SCHOLARSHIPS AND IN-SERVICE TRAINING FOR PROFESSIONAL PERSONNEL, (4) INTER-DEPARTMENTAL COORDINATION, AND (5) ESTABLISHMENT OF A MORE PERMANENT STUDY COMMISSION. IN ADDITION TO THESE RECOMMENDATIONS, THE COMMISSION FORMULATED OBJECTIVES AND ADMINISTRATIVE PRINCIPLES ON SPECIAL EDUCATION AND REPORTED ITS SUGGESTIONS CONCERNING DEFINITION AND CLASSIFICATION, COORDINATION AND COMMUNICATION, INTERCOUNTY COOPERATION, AND PROGRAMS AT STATE INSTITUTIONS. APPENDIXES INCLUDE THE RESOLUTION ESTABLISHING THE COMMISSION, CHARTED INFORMATION SHOWING ASSISTANCE AVAILABLE THROUGH FEDERAL LEGISLATION, AND INDIVIDUALS AND GROUPS SUPPLYING TESTIMONY. (DF)

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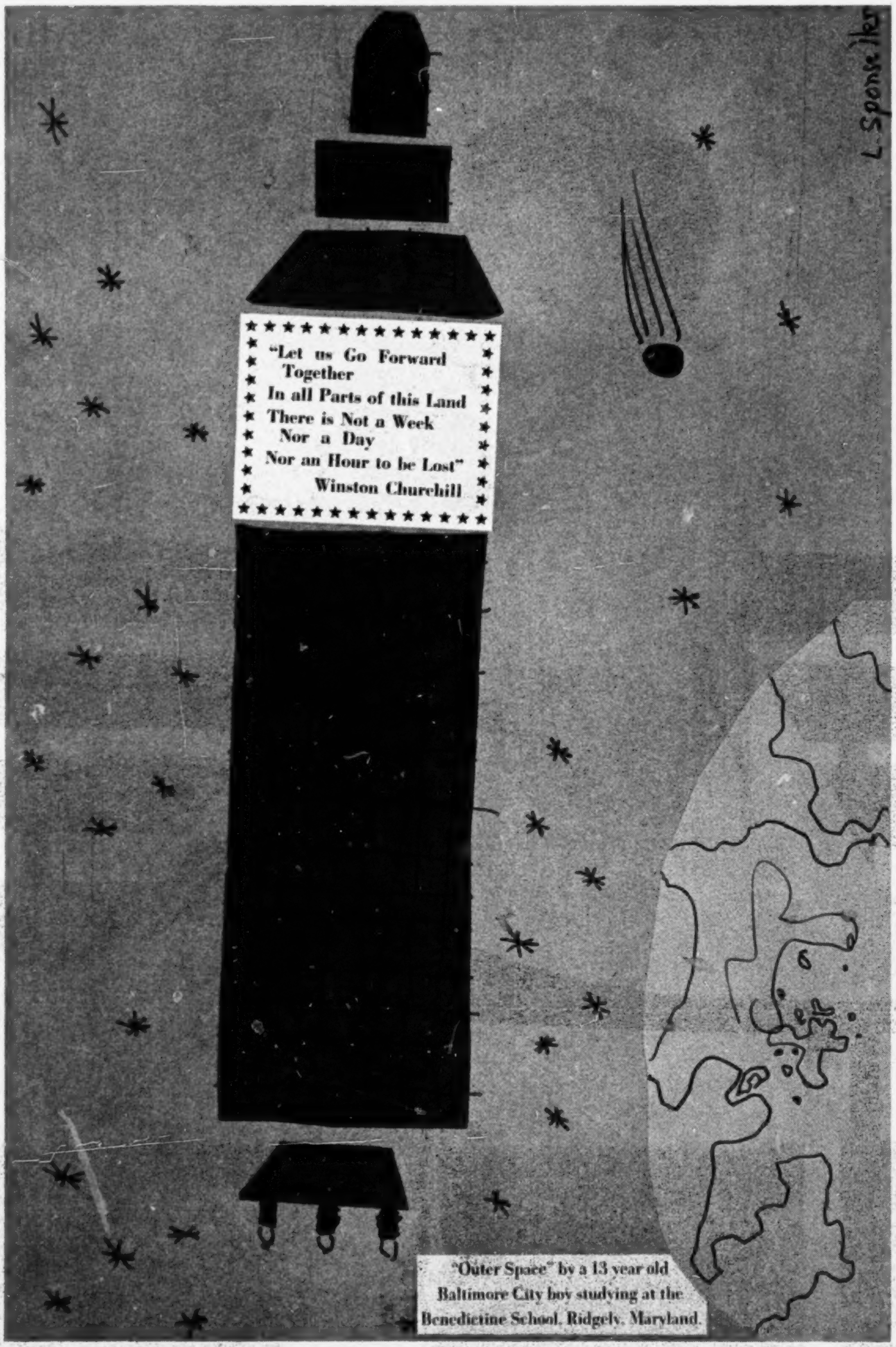
TO MEET THE CHALLENGE . . . OF THE HANDICAPPED CHILD

Report of the Governor's Commission
To Study the Educational Needs
of Handicapped Children

November, 1966



"Let us Go Forward
Together
In all Parts of this Land
There is Not a Week
Nor a Day
Nor an Hour to be Lost"
Winston Churchill

"Outer Space" by a 13 year old Baltimore City boy studying at the Benedictine School, Ridgely, Maryland.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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TO MEET THE CHALLENGE . . . OF THE HANDICAPPED CHILD

Report of the Governor's Commission
To Study the Educational Needs of
Handicapped Children in Maryland

November, 1966

THE GOVERNOR'S COMMISSION TO STUDY THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN

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LETTER OF TRANSMITTAL

November 1, 1966

To His Excellency, Governor Tawes, the
Legislative Council, the General
Assembly and the People of Maryland:

We respectfully submit the enclosed report of the special Commission appointed by Governor J. Millard Tawes on June 22, 1966 to study the educational needs of handicapped children in the State of Maryland.

Under the mandate of Joint Resolution 61 to undertake this work and file this report by November 1, 1966, the members of the Commission have labored diligently to accomplish their task and are gratified that it has been completed on time.

We wish to extend our deep thanks to the office of the Governor, to the Directors and Staff Members of the Department of Legislative Reference, the Department of Education and the Fiscal Research Bureau for the generous cooperation which we have received. We are also very grateful to the numerous witnesses, including parents, representatives of local school systems, private and public educational institutions, professional associations and of Federal and State and local governments, who appeared at our public hearings throughout the State and submitted invaluable research materials and recommendations.

The Commission is especially indebted to Mrs. Helen P. Belliard of the Department of Legislative Reference of the State of Maryland for her extraordinary dedication and enormous assistance in all phases of our endeavor.

Respectfully yours,

JOHN P. MOORE, *Chairman*

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REPORT OF THE GOVERNOR'S STUDY COMMISSION ON THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN

PART ONE

I. FOREWORD

The Governor's Commission to Study the Educational Needs of Handicapped Children has been working intensively to fulfill its charge since its appointment in June of this year.[1] The findings and conclusions of the Commission have produced several startling, top priority recommendations which merit and should receive immediate legislative and administrative attention. Its report also includes numerous other recommendations which must be studied further and acted upon in due course.

There is an imperative need in Maryland *now* for a clearly enunicated operating policy concerning its handicapped children and for the development of a well-coordinated, integrated, comprehensive plan for their identification, care, and training. The lack of such an approach has meant that individual cases have been buffeted about, among and between several State departments, none of which is charged with the total problem or given responsibility for and authority to deal with the broad range of complex, individual problems. This situation is reflected and magnified in the political subdivisions of the State, the result being a wide variety of programs scattered throughout Maryland—some quite good and some quite poor—and widespread public misunderstanding of the gravity of the current situation. The fact is that each year countless Maryland children are being denied the opportunity of ever having the possibility of fulfilling their personal capacities or becoming first-class citizens.

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[1] See Appendix I.—"Joint Resolution Number 61 of 1966 and Identification of the Members of the Commission."

PART TWO

II. TOP-PRIORITY RECOMMENDATIONS

1. *Financing*

The State of Maryland should set forth in law and administrative policies and programs firm support for a public policy implementing the establishment and maintenance of a complete and exemplary program in special education to meet the needs of all of her handicapped children. This implementation should mean not only verbal support and the continuation of existing limited financial aid programs, but should also further the *extension* of financial support to cover the costs of special education and related services for all handicapped children whose parents or guardians are bona fide residents of this State, whether the needs of the child are best served in public, non-public or institutional educational facilities. Furthermore, this implementation should begin during the next five years by developing and maintaining adequate support for a comprehensive, practical plan with both short and long-range features for the upgrading and modernizing of Maryland's facilities for serving the educational needs of her emotionally, mentally and physically handicapped children.

2. *Administrative Reorganization of the State Department of Education*

The Special Education section within the State Department of Education must be reorganized, greatly expanded and given division status. The new office should be a separate and distinct entity with a direct line of communication with the State Superintendent of Education, adequate funds, and a flexible position which would enable its personnel to exercise the coordination and leadership which is necessary in order for this State to promote a first-class, State-wide program to serve the needs of its handicapped population.

3. *Scholarships and In-Service Training Programs for Professional Personnel*

The State of Maryland should immediately begin a program of fellowships and traineeships to train professional personnel in the area of special education, to be administered by the State Scholarship Board. This program would complement and supplement existing Federal, State and private programs in the area of special education for handicapped children and would provide for the recipients to serve in the State for a specified period of time. The scholarship program should also include provisions for graduate study. In addition, the State should, through its several administrative departments, encourage and support the expansion and extension of in-service training programs for professional, sub-professional and auxiliary personnel.

4. *Inter-Departmental Coordinating Committee*

A professional, inter-departmental coordinating committee on special education should be set up immediately. It should be composed of professional staff members representing the Departments of Budget and Procurement, Health, Mental Hygiene, Education, Public Welfare, Juvenile Services, Planning, Public Improvements, School for the Deaf, School for the Blind, Division of Vocational Rehabilitation, University of Maryland, other State agencies whose activities include and affect the broad program of educating handicapped children, and representatives of the advisory boards of these departments.

5. *Establishment of a More Permanent Commission on the Educational Needs of Handicapped Children*

A reorganized, more permanent, fifteen member Commission should be established to continue and to expand the work of this Commission and to follow up its endeavor. The new Commission, to be appointed by the Governor, should consist of representatives of the State Department of Education, the Department of Health, the Department of Juvenile Services, the Department of Mental Hygiene, the Department of Public Welfare, the Division of Vocational Rehabilitation, a representative of the Maryland School for the Deaf and the Maryland School for the Blind, a representative of an independent voluntary school, two representatives of the public school systems in the counties, two interested and cognizant citizens (at least one of whom shall be the parent of a handicapped child), one member of the House of Delegates, one member of the Senate of Maryland, and one Juvenile Court Judge. At the discretion of the Governor, the members shall serve for alternating terms of specified lengths. This Commission should be empowered to employ an Executive Secretary and necessary secretarial assistance and should be provided with adequate funds to allow it to conduct needed research. It should also be empowered to establish regional or handicap-oriented subcommittees as necessary to determine and assess the needs of the several diverse areas of the State. The Governor's Commission should be given the complete cooperation of every State agency and should report its findings, conclusions, and recommendations by November 1 of each year to the Governor and the Legislative Council. Adequate funds for its operation in the coming year should be included in the budget to be submitted to the 1967 General Assembly.

PART THREE

III. INTRODUCTION

Pursuant to Joint Resolution No. 61 of the 1966 Maryland General Assembly, Governor J. Millard Tawes appointed a Special Study Commission on the Educational Needs of Handicapped Children. This Commission is composed of 15 citizens knowledgeable in various aspects of the education of handicapped children and adults in Maryland and was charged with determining the status of special education programs in the State and with developing specific legislative proposals for the formulation and financing of new and improved programs for the education and rehabilitation of physically and/or mentally handicapped Maryland children.

When one notes that there are approximately six million school age children in the nation who have unusual educational needs because of a handicap or a combination of handicaps, increased concern with their problems is demanded. These children represent at least 10% of our nation's school population who are in dire need of special techniques and training; they include those who are deaf, partially seeing, blind, speech impaired, crippled, emotionally disturbed, mentally retarded and those with other special health problems. *A great majority of these handicapped children has multiple handicaps.* Only about one-fourth of these six million handicapped children are registered in special education programs in public or private schools throughout the country.

If the national statistics are interpreted proportionately, this implies that about 80,000 children in Maryland require and should be receiving some type of special education services. According to figures furnished to the Commission by the Maryland State Department of Education, in

1965-66 there were 23,955 children enrolled in public schools and receiving special education benefits; in addition, 1,470 handicapped children were being educated in private educational insititutions. Admittedly, these figures do not take into account the approximately 12,000 children who are served by itinerant teachers or speech therapy classes and other services now provided in some public schools by the subdivisions without State reimbursement. Nevertheless, these figures are indicative of an unmet need in and of themselves and the fact that many school districts already acknowledge long waiting lists for their facilities further underscores the need. *The problem of the Maryland State Department of Education, local boards of education, and private schools is to meet this need adequately, for it is only harmful for children with special needs to be either out of the school system altogether or to be enrolled in an inappropriate program which can only do damage to the child and the program.*

Recognizing the magnitude of the total problem of special education, Maryland has committed herself to the principle of education for all children, regardless of their differences. The basis for special education is founded in the belief that every child is equally entitled to full recognition of his rights to an educational opportunity consistent with his capacity to learn.

The very existence of this Governor's Commission recognizes a greatly awakened sense on the part of the general public that all exceptional children are not receiving the special education and other supportive programs needed and that the time is at hand for a comprehensive, continuing review of existing programs and the development of a sound, practical and progressive plan which will assure optimum special education for all handicapped children in Maryland. The passage of Federal legislation for the exceptional child,* the ferment of new ideas and techniques, programs and designs in the field of special education, and the proliferation of research and demonstration programs in this area of education, all testify to the unlimited opportunity and the need to develop effective programs of special education for Maryland's handicapped children throughout the State.

PART FOUR

IV. THE COMMISSION'S METHOD OF APPROACH

This Governor's Study Commission on the Educational Needs of Handicapped Children** was appointed in June of 1966 and charged with presenting its report to the Governor and the Legislative Council by November 1, 1966. Consequently, the study it conducted was necessarily limited by the time element and an extremely broad range of subject matter.

During the five months of its operation, the Commission and its subcommittees have held more than thirty meetings, five of which were allday public hearings conducted in five separate localities. At these hearings, approximately 150 formal statements were presented to the Commission representing views, comments, and research material of parents, State, local and Federal officials, and interest groups.[2] The Commission also toured public and private educational facilities serving large numbers of handicapped Maryland children and several of the State's institutional facilities.[3] In addition, the full Commission and its subcommittees have held executive business sessions including several meetings devoted solely to discussions with representatives of the Fiscal Research Bureau, the State Department of Education and others. It has also studied the legislation and administrative experience of Maryland and other states as well as those Federal programs aimed at more complete education and rehabilitation of handicapped children.[4]

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* The Commission has noted a singular lack of information at the State level with reference to Federal assistance programs in the area of special education and related services, and it is for this reason that the Commission has felt it desirable and necessary to include an extensive appendix (Number V.) with respect to Federal aid and how to obtain it.

** Although previous studies of this nature have included unusually gifted children as exceptional and handicapped, this Commission did not undertake to evaluate their special needs.

In the course of this rather intensive look at the Maryland situation, much valid and very useful information has been elicited and many meritorious suggestions have been put forth and considered by the Commission. Indeed, the Commission could not have performed its duties without the tremendous effort and cooperation of all of the individuals and groups which presented information and helped with its study. Nevertheless, because of the problems inherent in an *ad hoc* group working under strict time limitations, the Commission did not feel that it could or should make any more detailed recommendations than were absolutely necessary at this juncture.

PART FIVE

V. PUBLIC POLICY REGARDING SPECIAL EDUCATION

Special education is the provision of services additional to or different from those provided by the regular school system by a systematic modification and adaptation of teaching methods, teaching materials, equipment, and facilities to meet the needs of exceptional children.

Exceptional children include all those so different in mental or physical characteristics that special educational arrangements must be provided for them since they are in need of services which usually cannot be offered in a typical classroom. Services for exceptional children are only one part of society's total obligation to meet the individual educational needs of all children.

The basic philosophical objectives must surely be the same for all children: each individual should have the opportunity to become all that he is capable of being, regardless of his economic level, sex, color, religion, national origin, geographic location, or handicapping condition. *His education should equip him with the tools needed in life so that he can be of greater value to himself and his community.*

This Commission believes that: (1) the State has a moral obligation to provide the handicapped child with educational opportunities equal to those of the non-handicapped child and consequently, to establish and maintain a complete program for special education throughout all of Maryland; (2) the State also has an economic obligation to the taxpayers to develop the capabilities of handicapped children since tax dollars are saved by educating a handicapped child rather than permitting him to become a ward of the State. *Truancy, delinquency, crime, and repeated or permanent hospitalization are all consequences of avoidance of this duty and responsibility.**

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[2] See Appendices II and III—"Individuals Who Presented Testimony" and "Groups Which Made Formal Statements."

[3] See Appendix IV—"Places Visited by the Commission Members and Staff in Connection with This Study."

[4] See Appendix V—"Federal Programs Offering Aid to Further the Development of Special Education for Handicapped Children."

PART SIX

VI. OBJECTIVES AND ADMINISTRATIVE PRINCIPLES

In the perspective of the foregoing statement of public policy, the following specific objectives and administrative principles are proposed:

1. Each child should be seen as an unique individual and should be dealt with in terms of his own needs. The handicapped child has all the basic needs of the non-handicapped child, as well as some exceptional needs which must be served. He should have the benefit of an educational program designed to suit his capacity and to develop him to the fullest possible extent of his potential.

2. Children, differing greatly in their individual needs, have to be served by diverse institutions and a variety of programs. Local and non-district residential and day schools are equally important in serving the exceptional children of this State; recognizing that the appropriate educational placement is no "either/or" matter, it should be realized that in localities which have good, special education programs, many handicapped children can live at home and attend schools locally. However, for many other handicapped children including those who are geographically isolated, the residential school, hospital or institution will be the primary educational resource. In any event, each child's placement should be the result of a well-coordinated team approach in which his unique needs are recognized and served.

3. *All children should have adequate physical (including both auditory and visual) and psychological examinations before they enter school, so that handicapped children can be identified early, long before they start their formal education.* Every handicapped child should have a comprehensive diagnostic evaluation and the care necessary to correct or ameliorate his handicap and prevent further incapacities. This care should include periodic re-evaluation. All of this calls for a close collaboration between experts in many fields and for adequate follow-up services from pertinent State and local departments and agencies and local groups and associations.

4. If this State is to have adequate programs for all of its handicapped children, there must be sufficient numbers of competent and dedicated people to staff facilities for them. To provide the needed personnel, the State must expand its support of professional education and in-service training programs and induce capable young men and women to enter special education, public health, and other ancillary professions. *Similarly, public and non-public secondary school systems should also promote these professions in their guidance programs.* Also, the State should encourage the use and training of competent sub-professionals; for example, the State Commissioner of Personnel should give serious consideration to the establishment of a new merit system category for some of the State hospitals

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* Attention is here invited to the statement of Dr. Morvin Wirtz, infra p. 27.

and institutions, perhaps calling it Child Care Attendant or Aide, which would provide a higher salary scale for those dedicated persons who deal with handicapped children in the State institutional facilities.

5. The State should be committed to effective legislation and executive policies which can make maximum use of Federal, State and local funds in implementing appropriate special education programs including loans, grants and matching fund programs. Adequate funds for the specialized services for handicapped children are necessary to meet program needs for all types of exceptional children and at all levels. Appropriate and up-to-date information and guidelines with respect to Federal, State and private programs should be established and distributed to all political subdivisions and independent voluntary schools.

6. The State should have and effectuate a coordinated long-range plan for meeting the educational needs of its handicapped children with eventual rehabilitation and maximum fulfillment being the feasible goal for each individual.

PART SEVEN

VII. ADMINISTRATIVE REORGANIZATION OF THE SPECIAL EDUCATION PROGRAM IN MARYLAND

The magnitude of the present program and of unmet needs in special education, which has commanded the attention of the Commission, urgently requires a change in the organization of the State Department of Education.

The Commission agreed unanimously that the importance and the scope of the functions which should be performed in an office of special education should, indeed must, be unified at the highest possible level. Leadership in the State Department of Education should be strengthened and the necessary staff employed to assure the rapid acceleration of services and the most effective coordination and implementation of planning for the education of all handicapped children in the State. Furthermore, the proposed new special education unit should be separate and identifiable, with control of and authority for its own programs as well as a direct liaison with the State Superintendent of Education. It should also have a budget adequate to perform the tasks with which it should be charged.

It is the concensus of the Commission that special education in the Department of Education should have *division status* with a director or assistant State superintendent to administer this very important segment of the State's educational program; in other words, special education should be given status co-equal with the Divisions of Instruction, Vocational Rehabilitation, the Library Services Division, and so forth. A minority of the Commission members disagreed with this particular point, feeling that the proper place of the reorganized, upgraded and expanded special education program was still under the Division of Instruction.

In either case, under the guidance of the director or assistant State superintendent for special education, the division should have well-trained, experienced personnel for each of the categories of handicap beginning with those now identified in the development plans of the State Department of Education. At a minimum, the presently identified handicap areas should have specialists who would have the responsibility of serving children with that handicap and improving the programs appropriate to their needs in the public, non-public and institutional facilities throughout this State. Each of these persons should have appropriate training and experience in the area under his supervision and salaries should be at a level which will enable the State to attract, hire and retain the best available administrative personnel.

In addition, a sufficient part of the staff of this special education division should be charged with making continuing statistical studies to show not only the present status of educational facilities for handicapped children throughout the State at any given moment, but also to analyze the special education population, project trends, and to make forecasts for the purpose of planning both short and long-range programs. This latter point is especially important at this particular time, when an ever-increasing number of special education classes and programs will be initiated and growing rapidly as the State's population expands during the next decade and as increasing numbers of handicapped children reach the schools throughout Maryland. A partial indication of the impending growth is brought to mind when one considers the rubella (German measles) epidemic in Maryland in 1963 and 1964.[6] Public health personnel already know that this epidemic has produced at least 1500 children with very serious handicaps who will be needing special educational programs in the very near future.

At present, there are only two persons in the State Department of Education's Special Education Office who are charged with the over-all responsibility of providing coordination, supervision, advisory services, and leadership in the area of special education; these two people are expected to serve the diverse needs of the entire State and all of the local school districts. Their efforts are supplemented by the other three supervisors of that office, but two of these are responsible for a particular handicap and the third is supposed to coordinate and advise all of the State institutions that have any type of educational program.

What has been done to date by the State Department of Education is commendable, but not sufficient in terms of what should and must be done now and in the future. This Commission can see no reason for the State of Maryland to have anything less than an exemplary division of special education. As expanded and envisioned, some of the responsibilities of such a division should include:

1. Frequent visits to programs in progress.

2. The taking of a periodic census with respect to special education in the several counties and the State.

3. Provision of imaginative leadership which will determine and meet the unmet needs and will follow up programs already initiated.

4. Assistance to counties in recruitment of personnel.

5. Promotion of regional and inter-county programs where needed.

6. Development of in-service, educational programs for the State department and local administrative, supervisory and consultant personnel leading to accreditation for such programs.

7. Assumption of leadership in promoting the establishment of residential centers, day care centers, nursery schools for certain types of

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[6] **See Appendix VI—"The Magnitude of the Rubella (German Measles) Epidemic: An Example of Coming Needs."**

children needing pre-school facilities, and other educational facilities for handicapped children, in the community as well as in institutions.

8. Promotion, support and coordination of training programs in the State colleges, including encouragement of concentration in specific areas of specialization by individual educational institutions if this is necessary to avoid duplication.

9. Establishment and support of educational councils on a State-wide basis for each broad area of disability, and, when necessary, providing them with the services of knowledgeable professional and lay personnel to assist in program planning and development.

10. Knowledgeability and current familiarity with national research efforts and with demonstration programs in the area of special education.

11. Communication with the several State departments which have programs involving school age children and provision of educational services when necessary.

12. Promotion of communication between the counties and State supported institutions with programs for the handicapped. This would include the arrangement of transportation, when necessary, to assure maximum utilization of all facilities in the various parts of the State despite artificial political boundaries.

13. Being designated as the new division in the Department of Education with the responsibility to find, receive information on, evaluate and coordinate Federal monies allocated or available to Maryland in the area of special education.

14. Familiarity with and publication of current and complete information concerning Federal as well as State and private financial assistance programs, and helping qualified Marylanders and Maryland agencies in general to benefit from such programs.

PART EIGHT

VIII. TRAINING OF PROFESSIONAL PERSONNEL

The key to the success of any educational program can be found first of all in the competency of the teacher and secondly in the enthusiasm and cooperation of the administrative and supervisory staff. This key is the cornerstone of any program and leads the Commission to emphasize the need for good teacher-training programs on the collegiate and university level as well as on the junior college level. In the field of special education, the demand far exceeds the supply. Indeed nationwide, the shortage of trained professional staff members is recognized as the critical problem in developing special education programs. Definite steps must be taken to encourage prospective teachers and in-service regular classroom teachers to undertake the study of the specialties listed under the heading of Special Education; when teachers or students are discovered to have a talent for dealing with certain types of children, the State should have a plan whereby attractive offers can be made to encourage study in such specialties.

(a) A State Scholarship Program

A phase of this long-range encouragement program and one which lends itself to immediate action is a program of State Scholarships to be awarded for study in the area of special education. The Commission has listed this as a top priority recommendation and is recommending legislation to the 1967 General Assembly which would implement it. Once the number and size of scholarships have been determined, the State Scholarship Board can administer the program and ensure that funds are not duplicated and that new students and extended studies are properly supported. These scholarships would be awarded for study at the University of Maryland and other State and community colleges, with coordinated extension courses available throughout the State. Under certain conditions, the funds could even be used for study in specialized fields at institutions which are located in the District of Columbia or in states adjacent to Maryland which offer programs not otherwise available. Guidelines would have to be developed by the Office of Special Education in order that this program encourage the best possible use of all available facilities.

(b) The Role of Local School Boards

Local school boards, recognizing the need to meet the demands of an ever-expanding special education program, should contract with approved institutions of higher learning for courses appropriate for professional training of special education personnel at such times and locations as may best serve the needs of the student. Reimbursement to the colleges and universities could be made on the basis of low enrollment, distance from campus and other variable factors. In order to encourage widespread utilization of this program by in-service teachers and professionals as well as full-time students, and also to broaden the geographical coverage of extension facilities, the State ought also to contribute at least a percentage of the cost of these courses, rather than permit the parent institution to offer such curricula only if the classes can support themselves, as under the current arrangement.

By way of concerted and coordinated effort, local school systems can and should provide a great amount of teacher training, but they should certainly not be expected to bear the total burden. The Commission suggests that a State level coordinative plan be considered and developed in which State supported colleges and universities can collectively communicate and effectively develop a variety of needed teacher training programs. Without a basic plan, the Commission has witnessed too often a fragmented and somewhat repetitious approach to the training of special education personnel. In the past, this has resulted in limited teacher training or the sporadic offering of special education courses throughout the school year without regard to logical sequential presentation.

(c) Consortium of Institutions of Higher Learning.

Maryland colleges and universities should offer adequate courses to prospective special education personnel in all areas so that the students may meet State requirements without undue hardship. These schools of higher learning should also provide the opportunity for majoring in the various specialties. To meet a basic need at the present time, it is suggested that the Maryland universities and colleges form a consortium through which they can coordinate the use of their respective facilities in special education. A student registered in one school would thus have an opportunity to select a specialty from another school which better meets his needs; he would receive credit for such study, and the problem of small enrollment for a special class would therefore be at least partially resolved. The college at which the student expects to receive his degree (or credit) would be responsible for approving his program. The consortium would be organized with the goal of providing adequate curricula and programming for every region of the State and the scholarship program would provide an incentive for interested persons to avail themselves of the opportunities offered.

(d) Clarification of State Requirements.

The Maryland State Department of Education, in its requirements for teacher certification in special education, currently specifies not less than eighteen hours of credit in special education in addition to a Bachelor's Degree in some other aspect of education. There is, at present, a basic requirement in Maryland of two courses, entitled "Education of Handicapped Children" and "Nature and Needs," and three courses in the specialty (handicap) for which the teacher is preparing. To enable each college or university to ensure that its students meet the requirements, the course content of the basic requirements should be elaborated and clarified. For example, teachers in communicative disorders and teachers in remedial reading might have slightly different requirements; if the course content were described in the requirement, the several states could coordinate and compare desired content and methods, and educational institutions throughout the State and the country could better prepare and inform prospective professional personnel.

A recommendation from the accrediting agency that teachers have some preparation for counseling parents of the handicapped would serve as another useful guideline to institutions and teachers in their program planning.

(e) Training of Other Personnel

Thus far, attention has been focused primarily on teacher training. But there is a growing need on all levels of government and education for a far greater number of qualified and well-trained consultants, administrators, school psychologists, public health personnel, aides and other supportive personnel. A much broader program of special education with similar incentives ought to be devised to meet these needs. In addition, the economy and countless advantages of developing a respectable, significant sub-professional category to serve the schools has been repeatedly called to the attention of the Commission. There are many other opportunities for in-service training which could provide a very useful and beneficial, broader perspective in the general program to better local and State programs of special education.

(f) Encouraging Professional Teamwork

Another aspect of this problem which deserves emphasis and development is the concept of teamwork and coordination of disciplines; this is just as valid as the concept of team nursing and other similar, well-developed ideas. The different professions involved in the education of handicapped children must collaborate for the good of the child, youth or adult under training.

For instance, the nurse needs special courses to enable her to function most advantageously in a special school and the school therapist needs more than simply a knowledge of techniques; the school psychologist should consult with the pediatrician or family doctor and the teacher *must* be guided in medical matters by the recommendations of the medical profession. All of these professionals will have to work closely with the family of the child.

This communication and cooperation must be free and across the board from the top to the bottom of the scale, for it is an essential ingredient in the up-grading and modernization of Maryland's program for handicapped children.

(g) *Internship Programs*

Finally, to meet the needs in special education more realistically, an internship program on a Statewide, regional, or county-wide basis should be inaugurated. Those eligible for this program would include college graduates, in-service teachers who wish to discover whether or not they have aptitudes for dealing with certain handicaps and other professional and semi-professional personnel who wish to work in special education classes in either the regular school or the special center. This internship should probably last for a period of one year, with no State certification required until the intern period is completed. State supervision and, where possible, some supervision from representatives of institutions of higher learning would be desirable, and a thorough evaluation from the person in charge of the internship program would be required. If the intern should decide to go on for an advanced degree in special education, he ought to receive some appropriate credit for his intern period.

PART NINE

IX. BASIC PROBLEMS AND SUGGESTED SOLUTIONS

(a) *The Problems of Definition and Classification*

During the course of its study, this Commission has been repeatedly warned of the dangers and pitfalls of placing too much emphasis on the elemental nature of the individual child's category of handicap. This warning stems from widespread experience with both an inherent inflexibility which attaches itself to the individual without necessarily taking the educational variables into consideration and the frequency of a faulty initial diagnosis or a change in the child's handicapping condition. These common occurrences too often result in programs unsuited to the child concerned.

The definition adopted by the 1960 White House Conference on Children and Youth recommends itself to the Commission: *"A handicapped child is a child who cannot play, learn, work, or do the things other children his age can do; or who is hindered in achieving his full physical, mental and social potentialities; whether by a disability which is initially mild but potentially handicapping, or by a serious disabilty involving several areas of function with the probability of lifelong impairment."*

The Commission encourages the broadening of the approach to the needs of handicapped children which is implicit in this definition and the use of more general categorizations, e.g. initial classification and placement in terms of whether the particular child has a *behavioral disability* (such as autism, delinquency, withdrawal), a *communicative disability* (language disorders, hearing problems), *mental limitations* (educable and trainable mentally retarded), or *physical disabilities* (heart patients, orthopedic handicaps, ambulation and coordination problems). Some of the political subdivisions in Maryland are exemplary with respect to the utilization of this new approach; Baltimore County is a foremost example. However in many other counties, only one or two special classes are offered in an entire political subdivision, and these classes tend to become catch-alls, usually labelled as serving the "trainable" or "educable" mentally retarded. Actually, such classes tend to be used for those children who are not deemed appropriate for a regular class and whose conditions are not such as to justify excluding them from the school system altogether. These latter counties, which are several in number, usually offer nothing at all for the physically handicapped: they do not even provide facilities or substantial support for their attendance at non-county schools. It is obvious that the multiple handicapped children frequently do not even show up in the statistical analyses of school population in these areas of the State. Obviously, this wide diversity produces nothing even slightly resembling equality of educational opportunity and the system will be vastly improved only as the entire State program is upgraded.

Another aspect of the problem of definition and classification which has been repeatedly indicated in the Commission hearings is that the bases for differentiations between categories of handicaps and services, vary widely from one school district to another. Too frequently, the individual diagnoses are purely, simply and admittedly arbitrary decisions based on very general guidelines and are often made by persons not adequately trained or qualified to make such decisions. The initial diagnosis should be broad enough so that existing personnel could make evaluations and decisions without the possibility of permanent damage to the child. Furthermore, the spectrum of educational opportunity ought to be broad enough so that each child would be able to progress in the proper direction to fulfill his potential.

This Commission recommends as an ultimate goal in Maryland a continuum of course and classroom opportunity in every geographical region which would provide for a broad educational program ranging from regular classroom placement with consultation for the teacher, to regular classroom placement with supplementary services such as speech therapy, to regular classroom placement with resource rooms available and used, to special classes for those who need them, to special schools for the handicapped, to day care centers, to sheltered workshops, to residential schools and to other (smaller) institutional facilities. In many areas, this will also mean further utilization of the pre-school years because, for handicapped children particularly, this educational period is the critical one. Legislation has already been passed to provide this pre-school education for the handicapped (Section 243 of Article 77 of the Annotated Code of Maryland, 1965 Replacement Volume), but the testimony presented to the Commission in all areas of the State clearly indicates that it ought to be used to a far greater extent.

(b) *The Problem of Coordination and Communication*

As has been previously noted, one of the essential and most critical factors in raising the level of the State's program is greatly increased and improved communication and cooperation among the various agencies treating handicapped children at the several crucial periods of their growth and development. If the agencies involved are not aware of all of the aspects of a given case history, there is not only a wasteful duplication of time, effort and work, but a great margin for error and incalculable emotional and sometimes physical damage to the child and his family.

This facet was recognized by the last comprehensive study of the needs of exceptional children in Maryland;[7] the report of the committee recommended that the State Department of Health through its program for handicapped children "take the leadership in developing at least one comprehensive medical evaluation unit with integration of the appropriate medical and allied specialties for the comprehensive total health appraisal of the handicapped child to provide a foundation for a regimen of care and a rational basis for a plan for special education services." This has been accomplished to a significant degree by the development of comprehensive medical centers in Baltimore City (one at Johns Hopkins and one at the University of Maryland Hospital), Montgomery, Prince George's and Anne Arundel Counties, and two diagnostic teams, consisting of a pediatrician, psychologist, social worker and a public health nurse, which serve nine additional counties. The Commission commends the Health Department for budgeting two additional diagnostic teams in fiscal year 1968. These additions will make diagnostic and follow-up services available for another 900 to 1000 children annually and will make service available to a total of between 1500 to 2000 children per year. The Health Department is aware that these services will have to be increased in order to meet the anticipated needs. The basic philosophy behind the development of these diagnostic services has always emphasized an importance of coordinating Health Department activities with those of other agencies. For example, if a child is referred to special education, the classroom teacher as well as the local supervisor of special education is required to attend the case conference so that recommendations made by the team will be properly interpreted and implemented. In other instances, referrals may involve more than one agency. Through this interdisciplinary team work, communication and coordination are well established and maintained. It is this objective which the Commission hopes will be extended by the adoption of a similar approach by other agencies having responsibility for the needs of handicapped children on the various governmental levels.

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[7] *Special Education of Atypical Children in Maryland*, Report of the Committee Appointed by the Maryland State Board of Education, George W. Constable, Chairman, Baltimore, 1956. The report and its recommendations have been studied in depth by the current Commission. All of the agencies referred to in the 1956 Study were requested by this Commission to submit reports concerning progress made in the implementation of its recommendations. In practically all instances, the responses were thoroughly prepared and revealed encouraging results.

During the course of this Commission's operations, a serious lack of communication was mentioned and emphasized by almost all of the representatives of State departments and agencies as well as a very significant number of county personnel and group representatives. Several of the individuals even went so far as to commend the Commission for its activities. In the words of one witness (a county official) it was felt that "through its hearings, we have been given the opportunity to find out what some of our own people feel and think."

As previously noted, the Commission strongly supports and encourages the development of regional cooperative efforts, as well as increased across-the-board professional contact and communication. Therefore, it respectfully recommends the immediate establishment of an interdepartmental, State-level coordinating committee to insure the maximum communication, coordination and broadened current awareness from the top echelons of the State down to the local level. This committee would be made up of professional staff members representing the Departments of Education, Health, Juvenile Services, Mental Hygiene, Public Welfare, Division of Vocational Rehabilitation, the School for the Deaf, the School for the Blind, the University of Maryland, the Department of Correction, the Department of Parole and Probation, and any other State agencies such as the Department of Budget and Procurement, the State Planning Department, and the Department of Public Improvements, whose activities include or affect the broad program of providing appropriate education for Maryland's handicapped children. It should also include representatives of the State Board of Education, the State Board of Health and Mental Hygiene, the State Board of Public Welfare and other similar special bodies concerned with the important problems of educating and rehabilitating handicapped children. As envisaged, this committee should be required to meet at least once a month for the next few years in order to coordinate State activities and help develop integrated plans for the expanded Maryland special education programs. After this initial thrust, its meetings could be less frequent. If a particular designated committee member should for some reason be unable to attend a coordinating committee session, his agency should be required to provide an alternate representative. The chairmanship of this committee should rotate among the representatives of the several State departments, perhaps on an annual basis, so that no department or individual would predominate; the department currently providing the chairman should also be responsible for the minutes and other secretarial aspects of the committee's activities during his tenure. Naturally, accurate minutes should be kept and widely circulated among the member agencies and those divisions working with program development on a day-to-day basis.

(c) *The Problem of Inter-County Cooperation*

On a slightly different level, a further and related recommendation is the establishment of a regional, centralized register of handicapped children which would make all pertinent data available to the State and local personnel in the fields of public health, mental hygiene, public welfare, vocational rehabilitation, education, juvenile services, and so on. Pursuant to legislation passed in the 1966 session of the General Assembly (Joint Resolution 48), such a file is already being compiled by the Division of Vocational Rehabilitation of the State Department of Education listing the blind people of this State. Conceivably, this would serve as a starting point for a register of all handicapped children in Maryland.

The Commission also urges increased development and use of existing facilities through inter-county cooperation. In many counties, the numbers of children with a given handicap are so small that the county cannot economically provide the proper educational opportunity for the child. In these cases, the County will tend to use State funds to finance the purchase of non-county services. However, as the special education program in the State expands, there should be increasing cooperation across county lines, on perhaps a regional basis, whereby the smaller counties can avail themselves of the facilities of other counties. The Commission notes with satisfaction that there is a beginning in this direction, as with Harford and Cecil Counties' plans, and strongly recommends the growth and support of this kind of cooperative endeavor.

The Commission recommends the further utilization of available transportation facilities, both within and among counties, so that the needs of handicapped children can be better served. Although it feels that the statutory and administrative law is already sufficiently broad to accomplish this purpose, it is recommending the introduction of a special bill which will encourage the practice and assure that all citizens may take advantage of whatever educational possibilities are available near their homes. This legislation would ensure daily transportation during the regular school year for children attending either public or non-public schools when necessary and the use of special schools which are under the aegis and direction of the several institutions, e.g. the Rosewood State Hospital School and Crownsville Hospital's special school.

(d) *The Problems of Continued Evaluation and Independent Guidance*

Numerous witnesses who appeared at the Commission's public hearing strongly urged the establishment of a more permanent advisory group to study, pursue, expand and extend the work of the current Governor's Commission. This Commission wholeheartedly concurs in this recognition of the critical need for continuing a Governor's Commission which would make a particular effort to conduct needed research and maintain a close relationship with the many interested groups, individuals, and the several State agencies providing for the development of Maryland's special education program. Such a Commission should be designated to exist for at least five years. It should have revolving membership, a budget to cover its reasonable expenses, a professional staff, and regional or handicap-oriented subcommittees. The new, reconstituted Commission should consist of fifteen well-qualified persons, to be appointed by the Governor. The Commission members would represent:

The State Department of Education,

The State Department of Health,

The State Department of Juvenile Services,

The State Department of Mental Hygiene,

The State Department of Public Welfare,

The Division of Vocational Rehabilitation,

An independent voluntary educational institution for handicapped children (one representative),

The public school systems of the political subdivisions (two representatives),

The Maryland School for the Deaf and the School for the Blind (one representative),

Interested and cognizant private citizens (two representatives, at least one of whom would be a parent of a handicapped child)

A member of the House of Delegates,

A member of the Senate of Maryland, and

A Juvenile Court Judge.

The new Commission would not merely "provide a ventilation for everybody's despair and abate the noise till another day," as one witness remarked, but it would continue this Commission's endeavor and help to direct Maryland in the development of a top-notch, State-wide educational program for all of her youthful handicapped citizens. This Commission should be given the complete cooperation of every State agency and should report its findings, conclusions and recommendations (both administrative and legislative) by November 1 of each year to both the Governor and the Legislative Council.

PART TEN

X. PROGRAMS AT STATE INSTITUTIONS

In addition to the handicapped children of Maryland attending public or non-public schools in and out of the State, there are numerous handicapped children who are institutionalized in Maryland. The Commission believes there should be more public awareness of these children and that there should be greater recognition of the fact that they are also entitled to the best educational opportunities and training. *It is only through good* *and appropriate education that they can ever become assets to themselves and to our society.*

This statement applies to children who are mentally, emotionally, socially, physically handicapped, or culturally deprived, whether the institutions responsible for their training are administered by the State Department of Health, Juvenile Services, Mental Hygiene, Public Welfare, Corrections, or any other State agency.

The Commission finds that there are considerable variations in educational and rehabilitation programs in these institutions. Many programs are good and many have been improved in recent years, but there are glaring deficiencies. In some institutions, less than half of the youngsters receive any formal education. Some categories of residents (e. g. multiple handicapped) are scarcely reached by educational programs at all—this despite State law requiring compulsory school attendance for all children between the ages of 7 and 16 years. In many instances, facilities are inadequate and educational and rehabilitation personnel are not sufficient.

And there are other basic inequities. For example, the State pays the total cost of care and treatment as well as residence costs at the Maryland School for the Deaf at Frederick and it pays a large part of the costs for Maryland children at the School for the Blind, a private institution supported to a significant degree by State funds. Both of these institutions provide very good educational programs. However, parents, families and third parties related to children receiving educational training in Health Department and Mental Hygiene Department hospitals such as Rosewood and Crownsville, must pay a portion of the costs of this institutionalization; furthermore, the monies they pay, which amount to a significant amount annually, go into the General Funds of the State and are never even reflected in the educational facilities themselves or in research to improve them.

These examples could continue at length and in far more detail, but the main point is that the inequities, both in terms of financing and in terms of educational opportunity, are astounding. *This Commission strongly supports the proposition that the principle of free public education should apply to the children and parents of children in all our State institutions and that high quality educational programs should be provided at such institutions.*

The Commission also firmly believes that the proposed reorganization and expansion of special education in the Department of Education will be enormously beneficial to State institutions. In recent years, each institution has been responsible for its own educational program which it must provide from its own budgeted funds. There has been one full-time supervisor in the Special Education Office of the Department of Education who is assigned to all of these institutions. In his advisory capacity this person has been helpful. However, he is responsible for some 25 institutions, each of which is working under its own particular guidelines, budget and personnel. One individual cannot and should not be expected to be an expert in all of the types of handicaps which are served in the institutions. Naturally the possibility of developing appropriate first-class educational programs cannot be thoroughly and carefully developed under these conditions, much less implemented according to the proper standards of educational research, methods and techniques.

Although the Commission has not had time fully to explore all ramifications of the following proposal, it would seem to have merit. After the Special Division of the Department of Education is reorganized, one of its functions could be to act as a central clearing house for the allotment of State and Federal funds to institutions for the education of handicapped children. These funds would be applied toward salaries, supplies, equipment and related educational needs. All educational personnel would be employees of the respective institutions and departments, subject to prior approval of the Department of Education. This would serve to reduce present inequities and also strengthen the supervisory role of the Department of Education representative assigned to work with educational programs in the institutions throughout the State.

It has not been possible, within the Commission's time limitation, to study the cost requirements to implement the foregoing recommendations with respect to State institutions and their special education programs. The Commission recognizes, of course, the need for careful study and coordination in this area and respectfully recommends that this subject receive priority consideration by the successor study Commission recommended elsewhere in this report.

PART ELEVEN

XI. FINANCING AN URGENT NEED

A necessary ingredient of any complete program is adequate funding. This report will first delimit the level of financial reimbursement through this year, 1966, from the State to the local districts in support of a special education program and the methods used to provide such reimbursement. The Commission's figures are based on data furnished by the State Department of Education. This report will also provide an estimated cost of funding a total state-wide program which would provide a sound education for all of our handicapped children.

(a) *Current Funding of Public School Programs*

Support from the State to local systems presently derives from three sources. The first source is the foundation program in which each pupil enrolled in a public school and receiving special education is counted equally with children in the regular program. Under this program, the State reimburses the local system an amount dependent on three factors; (a) the number of students enrolled, (b) the number of professional staff members employed and their salaries, and (c) the local district real property and income tax base.

The formula provides, as specified by State law, for a basic guaranteed program of three hundred forty dollars ($340) per pupil. There is a minimum guarantee of ninety-eight dollars ($98.00) per pupil. (Actually, no county receives more than about 70% of the possible basic guaranteed program of $340). The foundation program is also designed to encourage both the maintenance of a professional to pupil ratio above 45 professionals per 1,000 pupils and an average professional annual salary above sixty-two hundred dollars ($6,200) by adding to the basic per-pupil amount when these standards are met and subtracting from the basic amount when they are not. "Equalization" is accomplished by adjusting the "State's share" of educational costs according to the taxing ability of the local district as determined by the assessable real estate base and taxable income; the rationale was that the State will support approximately forty per cent (40%) of the costs of education. Thus the county with a low tax income receives a greater amount per pupil enrolled than a more affluent district. (See Art. 77, Secs. 159, 200 and 241(a) of the Annotated Code of Maryland, as amended from time to time).

The second source of State-aid to local systems for special education results from the application of Article 77, Section 241. Subsection (b) of this section, amended in 1966, provides that the local district offering a special program of instruction shall

> "... be entitled to receive, toward the cost of teachers, special equipment, nursing, therapeutic treatment, and transportation an amount not to exceed six hundred dollars per child *except in special cases where a child requires therapy or services in addition to special instruction the State board of education shall determine the amount of reimbursement to the city or county for such therapy, services, and instruction for such child and such amount may exceed six hundred dollars...*"

The italicized text is the 1966 amendment (Chapter 374 of the Laws of 1966). This amendment was passed after the Governor's budget for fiscal year 1967 was submitted. Therefore no additional funding was available in fiscal year 1967, school year 1966-67. However the Commission has been advised by the State Department of Education that whatever funds are available will be used to advance the education of the handicapped under this law. Furthermore, the Commission has been advised by the State Department of Education that a substantial increase to implement the amendment will be included in the fiscal year 1968 budget submission to the Governor.

The State Department of Education has established Bylaw 411 (1959) to implement Sec. 241. The Bylaw sets standards for programs and specifies exceptionalities of children;[8] eligible categories which qualify for State aid and the numbers of children who were compensated in 1965-66 are as follows:

1. Trainable mentally handicapped (2,238)
2. Specific learning disorders (1,106)
3. Emotionally disturbed (240)
4. Orthopedically handicapped (386)
5. Blind or partially seeing (56)
6. Speech or hearing handicapped (303)
7. Aphasic (19)
8. Multiple handicapped (407)

Notably absent from the above are children commonly classified as "educable" mentally retarded having measured intelligence scores above the upper limit of the trainable mentally retarded, but who have a retarded intellectual development requiring special educational programs designed to make them economically useful and socially adjusted. *This classification of children represents by far the largest group in special educational class placements in our State; the added costs of such special programs are currently being borne by the local system alone without additional State aid.*[9]

Also excluded from State aid are children who are placed in regular classrooms but who require special, additional educational services. The largest group in this classification are speech and hearing handicapped children who require special help and therapy, but whose handicap is not so severe as to indicate a placement in a special class.

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[8] See Appendix VII-A, "Descriptions of Categories of Children in Special Classes Eligible for State Aid under Sec. 241 (b) of Article 77," and Table I below.

[9] See Appendix VII-B, "Definition and Policy Concerning the 'Educable' Mentally Retarded Child."

The final source of State aid to local school systems for special education is available under the provision of Article 77, Section 243, which provides that the Governor shall place in the budget each year an item for the education and training of handicapped children under six years of age. The State Department of Education has adopted Bylaw 412 to implement this section of the law and to define standards for programs and the exceptionalities included. In general, they are identical with the categories specified in Bylaw 411, but they also include provisions for the "educable" mentally retarded child.

Table I summarizes the public school-age pupil enrollment and amount of State aid provided under Sec. 241(b) for the 1965-66 school year, as obtained from State Department of Education records.

Table I

STATE SUPPORT FOR PUBLIC SCHOOL-AGE PUPIL ENROLLMENT, 1965-66

	Number of Pupils	Special State Aid ($600 under § 241(b))	Total* State Reimbursement
Severely Handicapped	4,348	$2,590,490	$3,090,767
Multi-Handicapped	407	244,200	285,545
Total	4,755	$2,834,690	$3,376,212
Average per Pupil		$596	$710

(b) *Current Funding of Non-Public School Placements*

In 1965-66, there were approximately 1,500 children placed in non-public educational facilities both in and out of the State of Maryland. Some of these children have combinations of handicaps (e.g. deaf-blind, deaf-cerebral palsy) for which no public facilities exist in Maryland. Others are located in day school situations in or near their own communities because the local system does not have a proper program available. Still others are located in private or out-of-state residential schools because state facilities are full, need additional funds, or do not provide the most appropriate educational program for the child.

This Commission feels that the State is prudent in utilizing this type of placement in order to provide high quality programs for handicapping conditions which occur so rarely that it would be uneconomical to construct and staff public facilities for them in Maryland. For example, only one or two programs exist in the entire United States for deaf-blind or deaf-cerebral palsy pupils. The same comment is applicable to the utilization of specialized non-public day schools, especially where the school facility draws its students from several public school districts.

State aid to parents and guardians of children placed in non-public schools is available through both Sec. 241(c) and 243 of Article 77 of the Maryland Code, which are administered according to Bylaws 411 and 412, respectively, of the State Department of Education. Sec. 241(c) stipulates that for those districts which cannot place a handicapped child in an appropriate public facility, State aid shall be made available under essentially the same limitations set forth in Section 241(b) discussed above.

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* This figure represents the $600 allotment plus the foundation program. It does not include State reimbursement for transportation, teacher retirement and social security.

In the aforementioned 1966 amendment, Sec. 241(c) was also changed to provide more than six hundred dollars ($600) per year for those "... special cases where the child requires extensive therapy or services in addition to special instruction ..." For the same reason previously noted, full use of this provision cannot be made by the Department of Education until the 1967-68 school year.

For the pre-school handicapped child under six years of age, Bylaw 412, implementing Sec. 243, also provides that funds will be made available for a non-public school placement where public or appropriate pre-school programs are not available. Like the amended Section 241(c), neither Bylaw 412 nor Sec. 243 explicitly states a maximum dollar amount to be provided by the State; nevertheless, no more than $600 per pupil per year has heretofore been provided.

Table II summarizes the State aid for non-public school pupil enrollments for the 1965-66 school year, as reported by the State Department of Education. Along with the amount of State aid provided these students, Table II also includes the actual total tuition payments of these enrollments. The differences between the State aid and actual costs have had to be borne by parents, guardians and charities. The figures, which are from the records of the State Department of Education, represent a minimum cost figure which does not, of course, reflect contributed services, scholarship aid received from various sources, pupil mobility, and so forth. In rare instances, the difference is reduced by aid from local school systems (e.g. Prince George's County) which also contribute local funds toward the cost of tuition.

Table II

STATE SUPPORT FOR NON-PUBLIC SCHOOL PUPIL ENROLLMENT, 1965-66

(Day and Residential Facilities)

	Number of Students	Actual Tuition Payments*	State Aid
PRESCHOOL			
In Maryland	170	$ 142,730	$ 70,214
Out-of-State	48	42,720	26,350
TOTALS	218	$ 185,450	$ 96,564
SCHOOL AGE			
In Maryland	862	$1,002,966	$ 482,527
Out-of-State	395	921,282	224,492
TOTAL	1257	$1,924,248	$ 707,019
GRAND TOTALS	1475	02,109,698	$ 804,583

As a further caution with respect to the tuition figures shown above, it should be noted that the actual tuition costs are, in many instances, much higher. Part of the reason these figures seem low is that they represent tuitions of both day and residential educational institutions. Nevertheless, in 1965-66, State records indicate that the actual tuition payments for at least 36 children in nine different facilities were above five thousand dollars ($5,000), and at one institution, the tuition payment was seventytwo hundred dollars ($7,200). The obvious inability of many parents to afford such large tuition costs undoubtedly means that some Maryland children are not and have not been provided a proper education. *Indeed, such cases brought about the 1966 legislation and have repeatedly come to the attention of this Commission.*

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* Actual tuition payments are used in this table rather than actual tuition costs because of part-time enrollments of pupils during the school year, fluctuating tuition rates and delay in reporting changes to and through the local school systems.

For fiscal year 1968, funds must be included in the State budget to implement Chapter 374 (House Bill 245) of 1966. The development of this budget request by the Department of Education was in process but not completed at the time of the submission of this report. It is hoped that the findings and recommendations contained herein will be of assistance to the Department of Education, the Chief Executive and the fiscal authorities of the State in the achievement of a budget allowance commensurate with the urgent need.

The Commission also invites attention to the fact that another 1966 amendment to Section 241, Chapter 406 (House Bill 557), makes the compulsory school attendance law mandatory with respect to physically and mentally handicapped children and provides that the State shall reimburse the subdivisions toward the costs of providing special facilities for these children. The Commission strongly urges that an ample sum be included in the budget for fiscal year 1968 for the implementation of this bill, which takes effect July 1, 1967, as its objectives obviously parallel the recommendations of this Commission.

(c) *Developing a State Financing Program for the Education of Exceptional Children in Maryland.*

The role of the State in providing financial assistance to local school districts for the education of exceptional children has become well established. Pertinent legislation which makes provision in a variety of ways and degrees for financial contributions is found in every state. As a result, state-aid formulas have been devised which recognize the state's obligation of financial assistance to local school districts and further recognize the essential additional costs involved in providing appropriate educational opportunities for exceptional children.

These formulas differ from state to state and are dependent upon individual circumstances. In general, most formulas are based on excess costs since there is a significant difference in the special educational costs of exceptional children as compared with the usual costs of educating children. These differences are very well substantiated; they depend upon the needs of the exceptional child and the required special education program. One can generally expect from one and one-half to four times the usual costs per pupil.

If we are to guarantee an educational program suitable to the needs of every child, local school districts need sufficient State financial support to fulfill this commitment. The local school districts of the State of Maryland find themselves in great need of financial assistance in fulfilling this guarantee. *The present State financial support of programs for exceptional children, which was adopted in 1950, some 16 years ago, has remained basically unchanged since that time and is totally insufficient to provide realistic financial assistance to local school districts.* To improve this situation, the following principles should be incorporated in any proposed changes to correct the numerous inequities found in the present financial program:

1. A state-aid formula should allow for the changes in educational costs commensurate with changes in our economy.

2. A state-aid formula should include financial assistance to all special education programs appropriate to the needs of all handicapped children.
3. A state-aid formula should recognize the magnitude of the differences in costs of providing special education programs for exceptional children as compared with the usual costs of educating children.
4. A state-aid formula should recognize cost differences in the operation of the various types of special education programs based on the intensity of the child's educational need and severity of handicap.
5. A state-aid formula should be subject to continued evaluation to insure the proper encouragement and development of programs for exceptional children.

In the course of its work, the Commission has reviewed and evaluated numerous methods and alternatives, including those devised and employed in other states, for the distribution of state funds to the local political subdivisions and to provide incentives to local school districts for the establishment of sound special educational programs. The illustrative plan hereinafter explained, as set forth in Table III, incorporates the most desirable features of the plans and programs considered and, it is felt, fully satisfies the five criteria above set forth.

The Commission has relied not only on the expertise of its members but also upon the wealth of data generously supplied by witnesses during the public hearings and the executive sessions with representatives of the State Department of Education and the Fiscal Research Bureau. The conclusions set forth in this report are, however, the independent findings and responsibility of the Commission.

The Commission's illustrative reimbursement plan is based upon determining the total cost per handicapped pupil within a school district, and the per pupil cost of educating the non-handicapped pupil in the district, *and subtracting the latter from the former to obtain the excess cost for the handicapped child.* The state reimbursement is based upon this excess cost.

Table III projects the cost estimate for a funding plan based upon the assumption that the State would reimburse the local districts for all excess costs. (In fact, the Commission recommends funding only a portion of this total cost in fiscal year 1968.) Estimated pupil enrollments for the three categories of handicapped pupils are given in Column *b*, the total costs of educating the handicapped child are given in Column *c*, and those for the non-handicapped child are given in Column *d*. The per pupil excess costs are shown in Column *e* and the total state-wide excess costs are listed in Column *f*. Present funding levels are listed in Column *g*.

Also shown in Table III are enrollment estimates and costs for non-public school placements. Pupil enrollments, total costs per pupil and total excess cost for non-public school placements were all given the Commission and confirmed by the State Department of Education.

This plan incorporates the five principles enumerated above which the Commission believes to be the necessary desiderata of any such program.

Thus, the plan illustrated in Table III allows for change in educational costs commensurate with change in our economy (principle No. 1). This

TABLE III

AN ILLUSTRATIVE COST ESTIMATE TO IMPLEMENT A STATE-WIDE SPECIAL EDUCATION PLAN

	a Type of Handicap	*b* Number of Pupils (f.y. 1968 estimates)	*c* Total Avg. Cost per Handicapped Pupil	*d* Total Avg. Cost per Non-Handicapped Pupil[1]	*e* Excess Cost per Handicapped Pupil (c-d)	*f* Total Excess Cost-Commission Plan for State Funding (b x e)	*g* Present State Funding[2]
Public School Programs (Section 241[b])	Multi and Severely Handicapped	7,145	$1,500	$500	$1,000	$ 7,145,000	$4,287,000
	Educable Mentally Retarded	22,850	1,000	500	500	11,425,000	not funded
	Others[3]	30,000	625	500	125	3,750,000	not funded
	TOTAL—Public Schools	59,995				$22,320,000	$4,287,000
Non-Public School Programs[4] (Section 241[c])		2,000				3,500,000	1,200,000
GRAND TOTALS		61,995				$25,820,000	$5,487,000
Additional State Investment for Commission Plan— Public School Programs						$18,033,000	
—Non-Public School Programs						2,300,000	
TOTAL ADDITIONAL INVESTMENT TO IMPLEMENT COMMISSION PLAN						$20,333,000	

Notes: (1)—Average cost for a typical Maryland school district (see text).
(2)—Number of pupils x $600.
(3)—Includes handicapped pupils whose assignment to regular classes necessitates additional special services, e.g. speech and hearing therapy, remedial supportive teaching, home and hospital teaching, etc.
(4)—State Department of Education figure; no per-pupil averages are available (see text).

is accomplished by applying the individual local school district's total average cost per non-handicapped pupil as a deductible base from the total average cost per handicapped pupil in that district. The cost difference then becomes the total average excess cost of educating a handicapped pupil in a given school district. By eliminating a fixed excess cost figure which exists at the present time ($600) and has not been revised since 1950, the plan allows for changes in the economy. Table III indicates projected number of pupils and special education program categories for the fiscal year 1968. The cost figures used in Column *c* and *d* are representative of the total average costs for handicapped and non-handicapped pupils enrolled in public schools on a State level basis. In practice, the total average cost figure per handicapped and non-handicapped pupil applied in this plan will vary from school district to school district. However, no total average per pupil cost would be below the guaranteed basic foundation program allowance of $340 per pupil.

Total average costs per handicapped pupil enrolled in non-pupil schools were not calculated in the above fashion because of the variables involved in arriving at tuition rate costs of non-public day and residential school programs located inside and outside Maryland. Therefore the total state reimbursement estimate of $3,500,000 for approximately 2,000 pupils enrolled in non-public school programs was achieved without an attempt to seek per pupil cost averages. (The $1,200,000 state reimbursement estimate is calculated by multiplying the estimated 2,000 non-public school pupil enrollment by $600, the maximum allowance under Section 241 (c) prior to the 1966 amendment). This approach is in concert with methods employed by the State Department of Education.

The proposed funding plan would include financial assistance to all approved and appropriate special education programs (Principle No. 2). Table III focuses attention upon a highly significant number of pupils, 53,000, in need of some form of special education program not presently funded except by the minimal funding under the basic foundation program provisions. The Commission's funding plan would include rather than exclude additional financing for these approved special education programs.

The plan illustrated in Table III includes the principle of recognizing the magnitude of differences in costs between programs of special education and general education (Principle No. 3). It also gives attention to the differences in costs between and among the various types of special education programs (Principle No. 4). This is shown in Columns *c, d,* and *e* of Table III. The greatest costs per handicapped pupil are found in providing programs for the multi and severely handicapped. The minimal costs are found in programs described as "others" which basically involve pupils whose needs are met through less intensive but essential special education services.

The proposed plan allows for continued program improvement by permitting the pupil cost averages (Columns *c* and *d*) to vary as programs develop and change. Yearly comparisons of both the per-pupil costs and total costs provide a "built-in" evaluating mechanism (Principle No. 5)

Furthermore, the illustrated state-wide special education plan allows for flexibility in state and local sharing of excess costs. For example, if it should be deemed desirable that the local district's share in the funding of the added costs of special education should be on a matching basis, using a percentage formula, the appropriate percentage can be determined and readily applied to Column *e*.

In this connection, the Commission strongly supports the principle that the local subdivisions should contribute a fair share to provide an optimum program of special education. This is already incorporated in Table III in that (a) matching is required under the State's basic foundation program and (b) the total payment by the local school system is the difference between the guaranteed program and the actual per pupil cost of the local school system.

Before concluding this part of the report, the Commission invites attention to two facets of state aid for those handicapped children who can be educated only in non-public school facilities under the provisions of subsection (c) of Section 241, Article 77, as amended: (a) the amounts projected in Table III are those already contemplated and legislatively approved and (b) the 1966 amendment should also have eliminated the one-year residence eligibility requirement and replaced it by a simple requirement of bona fide residence at the time of application. There is no logical nor equitable basis for a distinction in this respect between the provisions of subsections (b) and (c) of Section 241, nor, indeed, between these provisions and those applicable to school children in the regular school program.

Finally, with respect to the adoption by Maryland of the plan discussed herein, or reasonable modifications of it, in accordance with its flexible framework, it should be remembered that the cost to the State and to the political subdivisions may be appreciably affected by Federal assistance under the recently enacted Education Law of 1966.[10] *The Commission believes that Maryland should be in the forefront, prepared to qualify for such assistance,* and has therefore submitted six necessary legislative proposals to implement its recommendations.

PART TWELVE

XII. Final Comments

There are a number of steps that must be taken to establish in Maryland an optimum State-wide program for all handicapped children.

The Commission has already emphasized that strengthening of the special education office in the State Department of Education is a necessary prerequisite, for this office will have to assume a role of leadership and provide sound and competent guidance to the many school districts which, at present, do not have such competencies available in their own systems. The critical shortage of qualified special education teachers, speech therapists, physical therapists, educational psychologists, supervisors and administrators also has been well-documented; programs to relieve it ought to be undertaken as soon as possible. In addition to acquiring the qualified personnel, it takes time to develop a sound program, plan the special curricula called for, and determine what equipment and physical plants are required.

Therefore, this Commission makes adequate funding its top-priority recommendation. It is also suggesting legislative changes for this year and would recommend that the objective of establishing a complete, State-wide program be clearly set forth as public policy at this time.

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[10] See Appendix V-C. "1966 Amendments to the Elementary and Secondary Education Act (P.L. 89-10)."

It further recommends that an orderly plan be developed to reach that objective over a period of five years.

Appropriations may have to be increased each year during this period to insure that funds are available to accomplish the necessary program growth. During this period of program development, ample funds should be continuously available to enable handicapped children to be placed in private facilities when optimum, appropriate facilities are not available. Also, the State Department of Education must be provided with the necessary authorization and funds to strengthen its office.

Similar action must be taken with respect to institutions and services operated and provided by the Departments of Health, Juvenile Services, Mental Health and Hygiene and other Maryland agencies concerned with the education and rehabilitation of our exceptional children.

Under a plan such as the broad one suggested by this report, orderly growth can be accomplished during the period of transition from the present, inadequate special education program to one of which Marylanders can be rightfully proud.

* * * * *

The State of Maryland has prospered because of her resources and her willingness to invest in the development of those resources. As a result, this State is already moving on many fronts to provide the attractions to industry and to people that have contributed to her growth and success.

Most certainly, the provision of a strong educational program, *including a quality special education system,* is a strong and important factor in furthering such development.

An accurate and persuasive footnote to the conclusions and recommendations of this report is the statement of Dr. Morvin A. Wirtz, Deputy Commissioner of the U. S. Office of Education Division for the Disadvantaged and Handicapped, Department of Health, Education and Welfare. In testimony before the Commission, he said:

> *"You may be interested in knowing approximately how much money would be saved for the taxpayers in a community by educating a child as opposed to allowing him to become a ward of the State.* Assuming that it costs $1,000 to educate a retarded child and he is kept in school for twelve years, this would be an expenditure of $12,000 on the part of the taxpayers. If, however, he entered a State institution at age 15 and stayed there until he was sixty-five, he would have spent fifty years in an institution with an average cost of $2,000 a year based on current spending. This would be an expenditure of $100,000 or a net difference of $88,000 in cost. Add to this the fact that if the person were trained to work in a sheltered workshop and work for poverty wages for a period of time that he finished school until he was sixty-five, which we might assume is forty-five years, he would have earned $90,000. If this is added to the $88,000 already saved, there is a net saving of about $178,000 on one individual. I am sure that anyone interested can poke holes in the mathematics but not in the principle that there is a tremendous amount of saving, from the pure dollar and cents point of view, by giving handicapped individuals

the best possible education we can. This is the approach I have used for the 'so-called' hard-headed businessman who wants to know why we are spending so much money on 'these kids when they aren't going to amount to anything anyway.' To me, the answer is very clear. *This country can no longer afford to avoid its responsibilities for educating the handicapped either in financial or moral terms.*"

Respectfully submitted,

LLOYD A. AMBROSEN
R. KENNETH BARNES
MRS. MILDRED BERL
DR. JEROME DAVIS
CHARLES W. GARRETT
DR. PETER LEJINS
MRS. GEORGE D. LUKES
MOTHER STELLA MARIS
THOMAS F. McNULTY
JOHN P. MOORE, *Chairman*
DR. A. W. POPE
DR. JEAN R. STIFLER
SISTER MIRIAM THOMAS
MRS. WILBUR T. ULLE
DR. T. GLYNE WILLIAMS

APPENDIX I

"JOINT RESOLUTION NO. 61 OF 1966"

House Joint Resolution requesting the Governor to appoint a Commission to Study the Educational Needs of Handicapped Children and the formulation and financing through State and federal aid of programs to education and rehabilitate the Physically and/or Mentally Handicapped Children.

Whereas, The education and rehabilitation of the handicapped child is of vital importance to the individual child and to society; and

Whereas, Maryland was one of the first states in the nation to make provision for the education and rehabilitation of its handicapped citizens; and

Whereas, There has not been a study of the special educational needs of the handicapped child by the State of Maryland for more than fifteen years; and

Whereas, There is a demonstrated need for a review and re-examination of the special educational requirements of the handicapped child and of special programs within and without the State of Maryland for the handicapped child, presently administered and financed under the provisions of Article 77, Section 241 of the Annotated Code of Maryland; and

Whereas, In recent years new techniques, programs, designs, and operational structures in special education for the handicapped have been developed as a result of research and demonstration, and this new knowledge should be applied to existing rules, regulations, standards, and current provisions for State and federal assistance; now, therefore, be it

Resolved by the General Assembly of Maryland, That the Governor of Maryland be requested to appoint a Commission to study the Educational Needs of Handicapped Children and the formulation of financing through State and federal aid of programs to educate and rehabilitate the handicapped child; said Commission to consist of not more than fifteen members, including representatives of the medical and teaching professions, State and Local Educational Administrators, interested voluntary organizations and the General Assembly of Maryland; and be it further

Resolved, That the findings and recommendations of this study be submitted to the Legislative Council and to the Governor on or before November 1, 1966.

"MEMBERS OF THE COMMISSION"

Lloyd A. Ambrosen	Superintendent, Maryland School for the Deaf at Frederick.
R. Kenneth Barnes	Assistant State Superintendent, Vocational Rehabilitation Division, State Department of Education.
Mrs. Mildred Berl (Mrs. Herbert)	Educational Director, Agnes Bruce Greig School and Center, Sumner, Maryland. Psychological Consultant, Project Headstart, Mid-Atlantic and Southeast Regions.
Dr. Jerome Davis	Director of Special Education, Board of Education of Baltimore County.
Charles W. Garrett	Vice President, Montgomery County Association for Language—Handicapped Children. Secretary and Board member, International Parents Organization of the Alexander Graham Bell Association for the Deaf. Parent of a handicapped child.
Dr. Peter Lejins	President, Advisory Board of the Maryland Children's Center. Sociologist, University of Maryland.

Mrs. Claudia Lukes (Mrs. George D.)	President, United Cerebral Palsy Association of Maryland. Parent of a handicapped child.
Mother M. Stella Maris Bergin, R.S.M.	Assistant Mother General of the Sisters of Mercy of the Union. Vice Chairman of the Board of Trustees, St. Maurice School, Potomac, Maryland.
Hon. Thomas F. McNulty	Advisor to the President's Committee on Mental Retardation. Member of the State Department of Education Committee on the Educational Needs of A typical children in Maryland which produced the 1956 "Constable Report." Member of the Maryland House of Delegates, 1942-1946. Parent of a handicapped child.
Hon. John P. Moore, Chairman	Associate Judge, Circuit Court for Montgomery County. Member of the House of Delegates, 1962-1966.
Dr. Addison W. Pope	Director, Crownsville State Hospital Outpatient Clinic for Baltimore City.
Dr. Jean R. Stifler	Chief, Bureau of Preventive Medical Services, State Health Department. Acting Chief, Division of Crippled Children's Services, State Health Department.
Sister Miriam Thomas, O.S.B.	Director, the Benedictine School for Exceptional Children, Ridgely, Maryland.
Mrs. Wilbur T. Ulle	Member of the Executive Committee and Board of Directors of the National Association for Retarded Children. Past President of the Maryland Association for Retarded Children. Parent of a handicapped child.
Dr. T. Glyne Williams	Assistant Commissioner, State Department of Mental Hygiene. Superintendent, Rosewood State Hospital.

Reporter and Staff and Research Director

Helen P. Belliard	Research Analyst, Maryland Department of Legislative Reference, Legislative Council.

APPENDIX II

"INDIVIDUALS WHO PRESENTED TESTIMONY"

GOVERNOR'S COMMISSION ON THE EDUCATIONAL NEEDS OF HANDICAPPED CHILDREN

Washington Metropolitan Area (July 25 Hearing)

Dr. Arthur Dorman	Delegate, Prince George's County.
Del. Edna P. Cook	Delegate, Montgomery County.
Del. Louise Gore	Delegate, Montgomery County.
Del. Thomas Anderson, Jr.	Delegate, Montgomery County.
Dr. Morvin Wirtz	Deputy Commissioner, Office of Disadvantaged and Handicapped (U. S. Office of Education, Department of Health Education and Welfare.)
Dr. Homer O. Elseroad	Superintendent of Schools, Montgomery County.
Mrs. C. Elizabeth Reig	Prince George's County, Board of Education.
Mr. William R. Porter	Office for planning a Supplementary Education Center, Montgomery County.
Mr. Owen Knight	Montgomery County Public Schools.
Dr. Milton F. Shore	Prince George's County Mental Health Study Center.
Dr. Margaret M. Conant	Prince George's County Mental Health Planning Commission.
Dr. Ruth Alice Asbed	Montgomery County Department of Public Health.
Mr. John A. Gough	Director, Captional Films for the Deaf (U. S. Office of Education.)
Mr. Arthur Washburn for Dr. Thomas Behrens	Gallaudet College.
Mrs. Elinor B. Ring	Pilot School for the Blind.
Mr. Robert E. Costello	Christ Child Institute for Children.
Miss Sheri Gelman	Christ Church Child Center.
Mrs. Dorothy MacConkey	Prince George's County Association for Retarded Children.
Mrs. Henry B. Riblet	Montgomery County Association for Retarded Children.
Dr. John Naler	Montgomery County Association for Retarded Children.
Mr. Robert Hogan	Cerebral Palsy Association of Montgomery County.
Mr. Kevin Dwyer	Prince George's County Association for Mental Health.
Mrs. Wreatha Petersen	Maryland Council for Exceptional Children.
Mr. Cornell Lewis	Montgomery County Council for Exceptional Children.
Mrs. Kathryn S. Power	Montgomery County Association for Language Handicapped Children.
Mr. R. J. McRostie	Association for Children with Specific Learning Disabilities.
Mr. Ted Drucker	Maryland Association for the Visually Handicapped.
Mrs. Henry Fales	Maryland Association for the Visually Handicapped, parent.
Mrs. Mooza Grant	National Society for Autistic Children.
Mrs. Carolyn F. Green	Parent.

Baltimore Metropolitan Area (Aug. 8 Hearing)

Dr. Laurence G. Paquin	Superintendent of Public Instruction, Baltimore City Public Schools.
Mr. J. Donald Smyth	Vocational Rehabilitation, Baltimore Metropolitan counties.
Mr. Thomas D. Braun	Vocational Rehabilitation, Baltimore City Office.
Dr. Werner Kohlmeyer	Director, Adolescent Unit, Crownsville State Hospital.
Mr. William T. Willis, Jr.	Board of Education of Baltimore County.
Mrs. Nancy L. Zastrow	Board of Education of Anne Arundel County.
Mrs. Gertrude Rich	Board of Education of Harford County.
Dr. Henry F. Barnes	Harford County Health Department.
Dr. John Krager	Baltimore County Health Department.
Dr. Mary P. Warner	Anne Arundel County Health Department.
Dr. J. L. Rhyne	Baltimore City Health Department.
Mr. Henry Braun	Juvenile Probation, Anne Arundel County Circuit Court.
Sister Marie Edina	Division of Special Education for Baltimore Diocese.
Sister Damian	Principal, St. Elizabeth's School.
Sister Mary Anita	Principal, St. Francis School.
Miss Lois Cox	Principal, Maryland School for the Blind.
Mrs. James P. Calomeris	Parent.
Mr. Walter Sosnowski	Parent.
Mrs. William Edwards	Anne Arundel County Mental Health Association.
Mrs. Patricia Reich	Mental Health Association of Howard County.
Mrs. William B. Schwartz	Baltimore Chapter: Maryland Association for Retarded Children.
Mr. Calvert C. Chapline	Anne Arundel County Association for Retarded Children.
Mr. Arthur Seidman	Maryland Association for Children with Specific Learning Disabilities (MCBIC).

Eastern Shore-Southern Maryland—Easton (Aug. 22 Hearing)

Mrs. Madeleine F. Fennell	Board of Education, Kent County.
Mr. Jay Cherry	Speech and Hearing Therapy, Mount St. Agnes College.
Mr. Wilbur S. Hoopengardner	Superintendent of Schools, Caroline County.
Mr. Frederick H. Sheeley	Board of Education, Caroline County. Supervisor of Pupil Personnel.
Mrs. Marion F. Smith	Board of Education, Wicomico County.
Dr. John M. Byers	Cecil County Health Officer.
Mr. Ralph Wachter	Cecil County Board of Education.
Mr. Frank Pumphrey	Howard County Board of Education.
Dr. Elizabeth A. Winiarz	Anne Arundel County Mental Health Clinic Psychiatrist.
Dr. Lewis Welty	Talbot and Dorchester County Health Departments.
Dr. F. W. Dinwiddie	Director, Edgemeade School in Prince George's County.
Mrs. Marion F. Smith	Wicomico County Board of Education.
Mr. Joseph E. Guschke	Vocational Rehabilitation Division for the Eastern Shore.
Mr. James D. Adams	St. Mary's County, Board of Education.
Miss Harriet Reeder	St. Mary's County, Board of Education.
Mrs. Margie Slaughter	Talbot County Board of Education.
Mr. Roger Smith	Queen Anne's County, Board of Education.
Mrs. Elinor Nimmo	Midshore (Talbot and Dorchester Counties) Association for Retarded Children.
Mr. Paul Ludwig	St. Mary's County Association for Retarded Children.
Mrs. Edna Sultenfuss	Queen Anne's County, Board of Education.
Mr. George Wagner	Talbot County Sheltered Workshop.
Mr. Elvare S. Gaskin	St. Mary's Chapter for Exceptional Children.
Mrs. William Worme	Caroline County, Board of Education.

Western Maryland—Hagerstown (Sept. 12 Hearing)

Mrs. Elizabeth Clopper	Washington County Board of Education.
Mr. Victor R. Martin	Washington County Board of Education.
Dr. Mary Bowen	Washington County Health Department.
Mrs. Grace Schroeder	Washington County Mental Health Clinic, American Council for Social Workers.
Mr. Charles L. Mobley, Jr.	Hagerstown Council for Retarded Children.
Mr. and Mrs. Sam Hansbrough	Hagerstown Council for Retarded Children.
Mr. Herman A. Hauver	Frederick County Board of Education.
Dr. Forbes Burgess	Frederick County Health Department.
Mrs. Charles Glick	Frederick County Association for Retarded Children.
Dr. Joel Galinn	Western Maryland Optometric Association.
Mr. H. Dorsey Devlin	Supervisor, Western District, Division of Vocational Rehabilitation.
Miss Claire Fulenwider	Carroll County Board of Education.
Mrs. William Gunter	Potomac Valley Friends Aware Day Care Center.
Miss Esther Carter	Allegany County Board of Education.
Miss Lois Jackson	Allegany County Public Health Department.
Dr. Arthur Jones	Garrett County Health Officer, part-time Health Officer for Allegany County.
Dr. Mary Love	Garrett County Public Health Association, Mental Health Association.
Mr. Brad Rinard	Garrett County Community Action Commission.
Mr. A. B. Dean	Garrett County Board of Education.

Hearing for State-Wide Groups (Sept. 26—Baltimore)

Dr. Benjamin D. White	State Department of Health.
Dr. Francis I. Catlin	State Department of Health.
Dr. Edward Hopkins	State Department of Health.
Dr. Lewis Armistead	State Department of Health.
Mr. Gary Gray	State Department of Education.
Dr. Jean R. Hebeler	University of Maryland.
Mrs. Richard C. Robinson	Parent.
Dr. Fred Brown	State Department of Education.
Mrs. Rozelle Miller	State Department of Education.
Dr. Paul Benoit	United Cerebral Palsy Association for Prince George's County.
Dr. Janet Hardy	Johns Hopkins University Hospital.
Dr. Harrie M. Selznick	Director of Special Education for Baltimore City.
Dr. Paul Imre	Johns Hopkins University School of Hygiene and Public Health.
Dr. William Lewis Holder	State Department of Mental Hygiene.
Dr. Morton Davis	Maryland Optometric Association.
Mr. Bernard Saltzsiak	Maryland Optometric Association.
Mr. W. Shilling	Maryland Association for Mental Health.
Dr. Peter J. Valletutti	Coppin State College.
Dr. Arthur N. Green	Maryland Association of School Psychologists.
Mr. Seymour L. Kline	Diagnostic Clinic at the University of Maryland.
Dr. R. L. Clemmens	Diagnostic Clinic at the University of Maryland.
Dr. Alfred Wellner	Maryland Psychological Association.
Mr. Franklin Curtis	School of the Chimes.
Mrs. Wretha Petersen	Maryland Council for Exceptional Children.
Mr. Arthur Seidman	Maryland Association for Children with Specific Learning Disabilities.
Mr. Alex Hawkins	Congress on Racial Equality.
Mr. George Fullendorf	Alexander Graham Bell Association for the Deaf.
Miss Katheryn Power	Montgomery County Association for Language Handicapped Children.

APPENDIX III

"GROUPS WHICH SUBMITTED FORMAL STATEMENTS"

Governmental Agencies

Federal

Office of Disadvantaged and Handicapped, U. S. Office of Education, Department of Health, Education and Welfare.
Captional Films for the Deaf, U. S. Office of Education, Department of Health, Education and Welfare.

State

State Department of Education.
State Department of Health.
State Department of Mental Hygiene.
State Department of Public Welfare.
Division of Vocational Rehabilitation—State, Baltimore City Office, Baltimore Metropolitan Counties, Division for the Eastern Shore, Division for the Western District.
Rosewood State Hospital.
Crownsville State Hospital.

Local

Juvenile Probation Department, Anne Arundel County Circuit Court.
Office for Planning a Supplementary Education Center (Montgomery County).
Prince George's County Mental Health Study Group.
Prince George's County Mental Health Planning Committee.
Anne Arundel County Mental Health Clinic.

Institutions of Higher Learning

Coppin State College.
Mount Saint Agnes College.
Johns Hopkins University Hospital.
University of Maryland Hospital and Medical School.
Gallaudet College.
University of Maryland.

Schools

Pilot School for the Blind.
Christ Child Institute for Children.
Christ Church Child Center.
Adolescent Unit School, Crownsville State Hospital.
Saint Elizabeth's School.
Saint Francis School.
Maryland School for the Blind.
Edgemeade School.
Potomac Valley Friends Aware Day Care Center.
School of the Chimes.
Talbot County Sheltered Workshop.

Local Boards of Education

Allegany County.
Anne Arundel County.
Baltimore City.
Baltimore County.
Caroline County.
Carroll County.
Cecil County.
Frederick County.
Garrett County.
Harford County.
Howard County.
Kent County.
Montgomery County.

Local Boards of Education—Continued

- Prince George's County.
- Queen Anne's County.
- St. Mary's County.
- Talbot County.
- Washington County.
- Wicomico County.

Local Health Departments

- Allegany County.
- Anne Arundel County.
- Baltimore City.
- Baltimore County.
- Cecil County.
- Dorchester County.
- Frederick County.
- Garrett County.
- Harford County.
- Montgomery County.
- Talbot County.
- Washington County.

Groups

- American Council of Social Workers.
- National Society for Autistic Children.
- Alexander Graham Bell Association for the Deaf.
- Congress of Racial Equality.

- Maryland Association for Mental Health.
- Maryland Association for Retarded Children.
- Maryland Council for Exceptional Children.
- Maryland Psychological Association.
- Maryland Association of School Psychologists.
- Maryland Optometric Association.
- Maryland Association for Children with Specific Learning Disabilities (Formerly the Maryland Council for Brain-Injured Children).
- Maryland Association for Day Care Centers.
- Maryland Association for the Visually Handicapped.

- Western Maryland Optometric Association.
- Midshore Association for Retarded Children.

- Anne Arundel County Mental Health Association.
- Anne Arundel County Association for Retarded Children.
- Baltimore City Diocese, Division of Special Education.
- Baltimore Chapter, Maryland Association for Retarded Children.
- Baltimore Metropolitan Area, Association for Children with Specific Learning Disabilities (formerly the Maryland Council for Brain-Injured Children.)
- Frederick County Association for Retarded Children.
- Garrett County Community Action Commission.
- Garrett County Public Health Association, Mental Health Association.
- Howard County Mental Health Association.
- Montgomery County Association for Children with Specific Learning Disabilities.
- Montgomery County Association for Language Handicapped Children.
- Montgomery County Association for Retarded Children.
- Montgomery County Cerebral Palsy Association.
- Montgomery County Council for Exceptional Children.
- Prince George's County Association for Mental Health.
- Prince George's County Association for Retarded Children.
- Prince George's County United Cerebral Palsy Association.
- St. Mary's County Association for Retarded Children.
- St. Mary's County Chapter, Council for Exceptional Children.

- Hagerstown Council for Retarded Children.

APPENDIX IV

"PLACES VISITED BY THE COMMISSION MEMBERS AND STAFF IN CONNECTION WITH THIS STUDY"

Agnes Bruce Greig School and Center, Sumner.
Battle Monument School, Baltimore County.
Benedictine School for Exceptional Children, Ridgely.
Crownsville State Hospital, School and Adolescent Unit.
Maryland School for the Deaf, Frederick.
Parkville Senior High School, Baltimore County.
St. Maurice School, Potomac.
Rosewood State Hospital, School and Center for Emotionally Disturbed Children.

APPENDIX V

"FEDERAL PROGRAMS OFFERING AID TO FURTHER THE DEVELOPMENT OF SPECIAL EDUCATION FOR HANDICAPPED CHILDREN"

A. "Recent Legislation Providing Federal Aid to Education: An Analysis of Federal Acts and Research Projects."

Overview and chart reproduced with the permission of the Board of Education of Baltimore County. Prepared under the auspices of the Office of Special Studies and Program, Board of Education of Baltimore County, December 7, 1966.

AN OVERVIEW

The Federal Government spends about $15 billion annually for research and development with an increasing amount being directed to education-oriented projects.

Detailed regulations have been published for most research and development programs. It is necessary to obtain such instructions from the appropriate agency, but in so doing, it is advisable to submit a preliminary proposal. By using this approach, applicants can obtain constructive comments which will assist them in filing the normal application.

To begin with, the applicant must establish an objective. It may be a new or improved method or procedure. It may be research into the cause of a given condition, or it may be research into the effect of a given condition. Whatever the objective, the project should result in new knowledge which will benefit other educational, cultural, and social service organizations.

A plan of action should be drafted by school administrators, teachers, and specialists who will be responsible for implementing the project. They should estimate costs, forecast results, and determine methods of evaluation. Next, they should seek expert opinions from recognized authorities on the subject.

Three categories of research projects are briefly described: The Research and Development Grants, the Cooperative Research Programs, and those included in other educational acts. In the recent reorganization of the Office of Education, many of these programs have been placed under the supervision of the Bureau of Research of the Office of Education.

A five-step approach will help in the development of an application for a grant from any or all of these programs:

1. Identify the condition.
2. Analyze the need for research, plan a demonstration project or procedure, or propose further development of an existing program.
3. Determine the personnel, facilities, supplies, and equipment required to attain the objective.
4. Indicate the amount, type, and degree of support which can be furnished by our county system.
5. Apply for a grant to make up the difference.[1]

Source:

Information on the following Research Programs has been gleaned from these sources:

1. "A Summary of Selected Federal Research Programs and Related Information." American Educational Research Association. AERA Newsletter, XVI, June 1965.
2. *College and University Reporter,* Vols. I and II, Commerce Clearing House, Inc. 1965, Washington, D. C.
3. Publications from the Office of Education and other governmental offices, bureaus, and agencies.
4. "Schoolman's Guide to Federal Aid." *School Management Magazine.* Management Publishing Group, Inc. June, 1965. Greenwich, Conn.

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[1] "Schoolman's Guide to Federal Aid." *School Management Magazine.* (pp. 28-29) Management Publishing Group, Inc., June, 1965. Greenwich, Conn.

SUMMARY CHART I:

SOURCES OF ASSISTANCE—FEDERAL ACTS

If Assistance Needed For Ongoing Programs In:	Adult Education Act	Beirut Agreement	Child Nutrition Act	Civil Rights Act	Disaster Aid to Schools	Economic Opportunity Act	Elementary and Secondary Educational Act.	Federal Communications Act	Florence Agreement	Health Professions Educational Assistance Act	Higher Education Act	Higher Education Facilities Act	Highway Safety Act	Housing & Urban Development Act
				Specific Titles of Acts										
Developing Curriculum	✓					I-IV	I-V				I		✓	
Deepening and Enriching Professional Background of Staff and Teachers				IV		I-II	I-IV				III & IV			
Securing Additional Staff to Handle Specific Problems						I-II	I-III				V			
Improving the Guidance and Counseling Program	✓					I-II III & V	I, III IV & V				IV			
Providing for Exceptional Children						I-II	I - IV							
Securing Additional Instructional Materials		✓			✓	I-II III & V	I - IV		✓					
Securing Additional Library Facilities						II	I - III				II			
Obtaining and Effectively Using the New Media						I-II III & V	I-V	✓						
Improving Adult Education Program	✓					II, III & V	I & III				I			VI
Improving Facilities and Program of the Community Colleges						I - III	I - III			✓	I, II III, VI VII	✓		VI
Consolidating Special Programs and Services			✓		✓	I - III	I - III				✓			VI & VII

SOURCES OF ASSISTANCE—FEDERAL ACTS—Continued

International Education Act	Juvenile Delinquency and Youth Offenses Act	Land and Water Conservation Fund Program	Library Services & Construction Act	Manpower Development & Training Act	Mental Retardation Facilities etc. Act	Model Secondary School For The Deaf Act	Mutual Educational & Cultural Exchange Act	National Arts & Cultural Development Act	Nat'l. Defense Education Act	Nat'l. Foundation on the Arts & the Humanities Act	National Science Foundation Act	Nat'l. Vocational Student Loan Insurance Act	Nurse Training Act	National Sea Grant, College & Program Act	School Assistance in Impacted Areas	Vocational Education Act
✓		I		✓			✓	✓	III,VI VII,IX & XI	✓	✓			✓		✓
✓					III		✓		V, VI VII, IX & XI	✓	✓			✓		
	✓			✓	✓				V			✓				✓
				✓	I	✓			V	✓						✓
							✓		III & IX		✓					✓
			✓						III							
									III & VII							
				✓												✓
✓	✓		✓	✓			✓	✓	✓				✓	✓		✓
		I	✓							✓		✓				✓

SUMMARY CHART II:

SOURCES OF ASSISTANCE—RESEARCH PROGRAMS

If Assistance Needed For Ongoing Programs In:	Research and Demonstration Grants								
	Education of Handicapped Children	General Community Action Program	Office of Vocational Rehabilitation	Social Welfare & Social Security	Nat'l. Institute of Mental Health Project Grants	Nat'l. Institute of Mental Health Research Grants	Nat'l. Institute of Mental Health Pilot & Special	Nat'l. Inst. of Mental Health Small Research Grants	Arts & Humanities Branch Div. of Ed. Research
Developing Curriculum	✓	✓	✓		✓				✓
Deepening and Enriching Professional Background of Staff and Teachers	✓	✓	✓		✓		✓		✓
Securing Additional Staff to Handle Specific Problems		✓							
Improving the Guidance and Counseling Program		✓	✓	✓	✓	✓	✓	✓	
Providing For Exceptional Children	✓	✓			✓	✓	✓		✓
Securing Additional Instructional Materials		✓							
Securing Additional Library Facilities		✓							
Obtaining and Effectively Using the New Media		✓	✓						✓
Improving Adult Education Program		✓	✓						✓
Improving Facilities Program of the Community Colleges		✓	✓		✓		✓		✓
Consolidating Special Programs and Services		✓			✓		✓		

SOURCES OF ASSISTANCE—RESEARCH PROGRAMS—Continued

				Cooperative Research				Others		
Media Research & Dissemination Branch	Child Welfare Research & Demonstration Grants	Occupation Research & Planning Program	Course Contact Improvement Program, Nat'l. Sc. Foundation	Basic & Applied Research	Curriculum Improvement & Demonstration Program	Research & Development Centers	Small Contract Program	Ed. Research & Training Fac. Under Title IV of ESSA	Land & Water Conservation Fund Grants-in-aid	Language Development Program, NDEA
✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
✓	✓		✓	✓	✓	✓	✓	✓		✓
						✓				
	✓	✓				✓			✓	
✓	✓			✓		✓				
✓			✓		✓	✓				
✓						✓				
✓						✓				✓
✓		✓				✓			✓	✓
✓						✓				
✓				✓		✓			✓	✓

B. "Office of Education Programs That Can Benefit the Disadvantaged and the Handicapped."

Compiled by and reprinted with the permission of The Office of Disadvantaged and Handicapped, U. S. Office of Education, Department of Health, Education and Welfare, Washington, D. C. (2nd Revision, May 1966).

May, 1966

INTRODUCTION AND EXPLANATORY REMARKS

This is the 2nd revision of the booklet which was originally published in January, 1966 and first revised in March, 1966. The purpose of the booklet is to provide information on Office of Education programs that can benefit the handicapped and disadvantaged, to both federal personnel and the general public. Two kinds of information are provided: 1) types of activities that can be funded under each law, 2) the name and office of a person who can be contacted for specific information on a particular program.

Some comments on the organization of the booklet and the charts are in order. Due to the limited amount of space on each page, the names of the Divisions and Bureaus listed under "Administrative Office" were abbreviated. The abbreviations are listed in alphabetical order immediately after the *Introduction.*

The twelve categories used are explained as follows:

Construction	includes the preparation of drawing and specifications for facilities; erecting, building, acquiring, altering, remodeling, improving or extending facilities.
Equipment	includes machinery, utilities, and built-in equipment and any necessary enclosures or structures to house them and includes all other items necessary for the functioning of a particular facility.
Materials	includes printed, published and audio-visual instructional materials, books, periodicals, documents, testing materials and other related materials.
Personnel Training	can include training programs and projects that have training as one part of the whole; in-service training; can include teachers, administrators, librarians, sociologists, psychologists, and members of other disciplines related to the field of education.
Additional Personnel	this category was included to highlight the fact that funds can be used to hire additional staff.
Administrative Costs	this includes only those laws which specifically mention that funds can be used for administrative costs.
Planning Grants	includes only those laws which specifically mention that funds can be used for planning.
Evaluation	includes only those laws which specifically mention that funds can or must be used for evaluation of a project.
Research	study and investigation in some phase of education, undertaken to establish facts and principles.
Demonstration	a project that illustrates a theory, method, curricula, etc.
Dissemination	entails the wide promulgation of information on general topics such as student financial aid, research on the education of the deaf, new methods dealing with the education of the disadvantaged, etc., or the promulgation of the results of a specific project.
Work-Study and Student Financial Aid	includes work-study programs, fellowship and traineeship programs, loan programs, and training programs in which participants are given an allowance or minimum salary.

Where the entire law or Title deals with only one or two activities or where activities are implied rather than specified, an "x" was placed in the appropriate box. When an activity was mentioned specifically the section of the law was placed in the appropriate box.

On page 1 and on page 5, there was not sufficient space to list area and subject matter specialists for the Mental Retardation Facilities and Construction Act and the National Defense Education Act Institutes programs, respectively. Therefore, these lists appear on page 12 immediately following the last chart.

On page 13, there is an Index by Legislative Title and an Index by Public Law Number that will show you, at a glance, the laws that are included in this booklet.

This booklet was prepared by Miss Marie Becker, Research Assistant, Office of Disadvantaged and Handicapped, Office of Education, Department of Health, Education and Welfare. The Director of the Office of Disadvantaged and Handicapped is Dr. Regina Goff, rm. 3100 ROB, x25121; Deputy Assistant Director for the Handicapped is Dr. Morvin Wirtz, rm. 3100 ROB, x22611; Assistant Director for the Disadvantaged is Dr. Roderick Hilsinger, rm. 3100 ROB, x25122. Any comments concerning the booklet or requests for additional copies may be directed to Miss Rose Marie Becker, rm. 3108 ROB, x23479.

ABBREVIATIONS

Organizational Symbols

AEP	Division of Adult Education Programs.
AVE	Bureau of Adult and Vocational Education.
AVR	Division of Adult and Vocational Research.
BHE	Bureau of Higher Education.
BR	Bureau of Research.
DCF	Division of College Facilities.
DCS	Division of College Support.
DGP	Division of Graduate Programs.
DLS	Division of Library Services and Educational Facilities.
DPO	Division of Programs Operations.
DSA	Division of School Assistance in Federally Affected Areas.
EPT	Division of Educational Personnel Training.
ESE	Bureau of Elementary and Secondary Education.
ESR	Division of Elementary-Secondary Research.
HER	Division of Higher Education Research.
LRD	Division of Laboratories and Research Development.
OEEO	Office of Equal Educational Opportunities.
PSC	Division of Plans and Supplementary Centers.
RTD	Division of Research Training and Dissemination.
SAC	Division of State Agency Cooperation.
SFA	Division of Student Financial Aid.
VTE	Division of Vocational and Technical Education.

Building Addresses

FOB6	400 Maryland Avenue, S.W.
ROB	7th and D Streets, S.W.
T-S	6th and Jefferson Drive, S.W.

Phone Numbers

All extensions are preceded by the digits 96-

Area Code—202

IDS Code—13

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Captioned Films for the Deaf Act, P.L. 85-905			x	x					x		x		John Gough Chief Captioned Films Branch, RTD, BR rm. 6929 ROB x33065
As amended by Educational Media for the Deaf Act, P.L. 89-258		x	x	x					x		x		John Gough Chief Captioned Films Branch, RTD, BR rm. 6929 ROB x33065
Mental Retardation Facilities & Construction Act, P.L. 85-926 as amended by P.L. 88-164 Sec. 301 & P.L. 89-105 Training Teachers of the Handicapped				x								x	Richard Schofer Handicapped Children & Youth Sec., Behavioral Sciences Branch EPT, ESE rm.22083 FOB6 x37967*
Sec. 302, as amended by P.L. 89-105 - Research	x	x		x					x	x	x		James Moss Handicapped Children & Youth Br., ESR, BR rm.32010 FOB6 x35925
National Technical Institute for the Deaf Act, P.L. 89-36	x	x			x	x							Ralph Hoag Secretary's Comm. on Nat'l Technical Institute for Deaf rm. 5410 HEW/N x34894

*See page 12 for list of Specialists in the Field of Special Education.

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Elementary & Secondary Education Act of 1965, P.L. 89-10 Title I - Special Educational Needs of the Disadvantaged (as amended by P.L. 89-313*)	Sec. 205 (a)(1)	Sec. 205 (a)(1)	Sec. 4 (e) (14)	x	x	Sec. 207 (b) NTE 1% of basic grants		Sec. 205 (a)(5)			Sec. 205 (a)(8)		John Hughes Director DPO, ESE rm.2H056 FOB6 x26711
Title II - School Library Resources, Textbooks & Other Instructional Materials			Sec. 201 (a)			Sec.203(2)(B) NTE 5% FY'66, 3% thereafter							Ralph Becker Director Ass't. PSC, ESE rm.2A055 FOB6 x37181
Title III - Supplementary Educational Centers & Services	Sec. 303 (b)	Sec. 303 (b)	Sec. 601 (d)		x		Sec. 303 (a)						Ralph Becker Director PSC, ESE rm.2A055 FOB6 x37181
Title IV - Educational Research & Training (Cooperative Research)	Sec. 4(b)	Sec. 5 (4)(B)	x	Sec.2(b)& Sec.4(e)					Sec. 2 (a)(1)	Sec. 2 (a)(1)	Sec. 2 (a)(1)		Ward Mason Research & Dev. Center Prog., BR L. Woodby Regional Research Labs., LRD, BR rm.32093 FOB6, x28094
Title V - Strengthening State Departments of Education			Sec. 503 (a)(5)	Sec.503(a) (6) & (9)	Sec. 503 (a)(10)		Sec. 503 (a)(1)	Sec.503(a) (1) & (8)	Sec. 503 (a)(4)	Sec. 503 (a)(4)	Sec. 503 (a)(3)		E. Glenn Featherston. Acting Director SAC, ESE rm.3H016 FOB6 x22157

*Deals with State operated and supported schools for the handicapped. Romaine Mackie, rm.22030 FOB6, x22083 is the Specialist on the Education of Handicapped in Low Income Areas, Programs Branch, DPO, ESE.

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Library Services and Construction Act, P.L. 88-269 Title I, Library Services		x	x		x	Sec.103(a)(1) includes cost of T.II admin.							Paxton Price Director DLS, AVE rm. 5929 ROB x36271
Title II, Library Construction	x												Paxton Price Director DLS, AVE rm. 5929 ROB x36271
Higher Education Facilities Act of 1963 P.L. 88-204 Title I, Construction of Under-graduate Academic Facilities	x	x				FY '64 and '65 only							Chalmers Norris - College Facilities Grants Branch DCF, BHE rm.4912 ROB x24457
Title II, Construction of Graduate Facilities	x	x											Olof Stamberg Graduate Facilities Br. DGP, BHE rm.4662 ROB x37936
Title III, Loans for Construction	x	x											Royall Webster College Fac. Loans Branch DCF, BHE rm.4923 ROB x37760

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
National Defense Education Act, P.L. 85-864 Title II, Sec. 201-6 Loans to College Students												x	James Moore Director, SFA, BHE rm. 4100 ROB x20865
Title II, Sec. 207 Loans to Institutions						x							James Moore Director, SFA, BHE rm. 4100 ROB x20865
Title III, Equipment and Minor Remodeling	Minor re-modeling	x	x			Sec.303 (a)(5)							Ralph Becker Director, Ass't. PSC, ESE rm.2A055 FOB6 x37181
Title III, Sec. 305 Loans to private, non-profit elementary and secondary schools	Minor re-modeling	x	x										Robert A. Kuzner Chief. Grants Mngment. Section DPO, ESE rm.2A029 FOB6 x35028
Title IV, Graduate Fellowships				x								x	P. Valien Director, DGP, BHE rm. 4682 ROB x36654
Title V-A, Counseling and Guidance Programs			x		x	Sec.504 (a)							Frank Sievers Guid. & Coun.Prog. Sec.Prog.Adv.Br., PSC, ESE rm.22002 FOB6 x20363

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
NDEA Cont'd													
Title V-B, Counseling and Guidance Institutes				x					Sec.701				Ralph Bedell Coun.& Guid. Insts. Sec.,Behav. Sci. Br. EPT, ESE rm.20057 FOB6 x37483
Title VII-A, Research and Experimentation											Sec.731		Research Analysis and Allocation Staff, BR* FOB6
Title VII-B, Dissemination													Research Analysis and Allocation Staff, BR* FOB6
Title XI, Institutes for Advanced Study				x								x	Donald Bigelow Director, EPT, ESE rm.20025 FOB6 x37457**
Title XI, Institutes for Teachers of Disadvantaged Youth				x								x	Tony Milazzo, Acting Chief Behavioral Sciences Branch, EPT, ESE rm.20025 FOB6 x37455

*This staff will allocate all research proposals (with the exception of Research & Development Centers and Regional Research Laboratories) to the appropriate subdivisions of the Bureau of Research.

**See page 12 for list of the heads of the various Institutes.

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Vocational Education Act of 1963, P.L. 88-210 Sec. 4 (a)	Sec. 4 (a)(5)	x		Sec. 4 (a)(6)		Sec.4 (a)(6)		Sec. 4 (a)(6)		Sec. 4 (a)(6)			Grant Venn Ass't. Comm. AVE rm. 5042 ROB x35601
Sec. 4 (c), Research									10% of appropri-ations				David Bushnell Director, AVR, BR rm.30033FOB6 x36031
Sec. 13, Work-Study for Vocational Education Students						Sec.13(b)(2) (c)NTE 1% of grant/$10,000						x	George Sanders VTE, AVE rm.6100 ROB x37652
Sec. 14, Residential Vocational Education Schools	x	x	x		x								Michael Russo VTE, AVE rm.5110 ROB x33213
Manpower Development and Training Act, P.L. 87-415* Training & retraining of unemployed & underempl.		x	x				x	x	x	x	x	**	Howard Matthews, Div. of Manpower Dev. & Training, AVE rm.5018 ROB x33712

*Primary responsibility for the administration of MDTA lies with the Department of Lebor. However, the Office of Education has been delegated responsibility for all classroom instruction and advises and cooperates with the Labor Department on programs.

**Eligible trainees receive an allowance during their training courses which include basic education when necessary, classroom instruction, and on the job training.

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	
Appalachia Regional Development Act, P.L. 89-4 Title II-B, Sec. 211 Vocational Educational Facilities	x												Michael Russo VTE, BAVE rm. 5110 ROB x33213
Title II-B, Sec. 214 Supplements to Federal Grant-in-Aid Programs													Involves supplemental funds. Not administered by any single office
Civil Rights Act of 1964, P.L. 88-352 Title IV, Sec. 403, Technical Assistance			x		x								Stanley Kruger Title IV Coordinator OEEO rm. 2061 T-S x20393
Title IV, Sec. 404, Training Institutes				x									Stanley Kruger Title IV Coordinator OEEO rm. 2061 T-S x20393
Title IV, Sec. 405 Grants to School Boards				x	x								Stanley Kruger Title IV Coordinator OEEO rm. 2061 T-S x20393

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Higher Education Act of 1965, P.L. 89-329 Title I, Community Service & Continuing Education Programs				x					x				Paul Delker AEP, AVE rm.5076 ROB x37429
Title II-A, College Library Resources & II-B Lib. Training-Sec223			x	x								x	Paxton Price Chief, Library Services Branch DLS, AVE rm.5929ROBx36271
Title II-B, Library Research-Sec.224									x	x			Lee Burchinal RTD, BR rm. 30089 FOB6 x26346
Title II-C, Strengthening College and Research Resources			x										No funds appropriated for fiscal '66. Will be handled by the Library of Congress when funds are appropriated for it.
Title III, Strengthening Developing Institutions through coop. agreements and fellowships				x	x	x	x					x	Willa B. Player Director DCS, BHE rm. 3682 ROB x20205
Title IV-A, Educational Opportunity Grants												x	James Moore Director SFA, BHE rm. 4100 ROB x20865

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Higher Education Act cont'd Title IV-A, Sec. 408 Talent Search Grants											x	*	Preston Valien Chief, Graduate Acad. Prog. Br. DGP, BHE rm4671ROB x36720
Title IV-B, Low-Interest, Insured Loans												x	James Moore Director, SFA, BHE rm. 4100 ROB x20865
Title V-B, National Teacher Corps				x								x	Charles Zellers Dep. Dir.of NTC rm.3042 ROB x35266
Title V-C, Fellowships for Inexperienced Teachers & Grants for Upgrading Teacher Educ.				x								x	Preston Valien Director, DGP, BHE rm. 4671 ROB x36720
Title V-C, Fellowships for Experienced Teachers				x								x	Tony Milazzo Acting Chief, Exp. Teacher Fellowship Sec.,Behav.Sci.Br. EPT, ESE rm.20093FOB6,x37185
Title VI-A, Financial Assistance for Improvement of Undergraduate Instruction: Educational Equipment		x	x										Chalmers Norris College Facilities Grants Branch DCF, BHE rm. 4912 ROB x24457

*Contracts aremade with State & local educational agencies & other public or non-profit organizations and institutions for the purpose of identifying qualified youths of exceptional financial need and encouraging them to complete secondary school and undertake postsecondary educational training.

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Higher Educ. Act cont'd Title VI-B, Faculty Development Programs				x									Willa Player, Director DCS, BHE rm.3682 ROB x20205
Economic Opportunity Act of 1964, P.L. 88-452, as amended by P.L. 89-253 Title I-C, College Work-Study, as amended by Title IV-C, P.L. 89-329						Sec. 124 (b) NTE 5%						x	James Moore Chief, Work-Study Branch, SFA, BHE rm. 4054 ROB x23871
Title II-B Adult Basic Education					Sec. 213 (b) (2)	Sec.213(b) (3) & Sec 214(a)(1)							Jules Pagano Director,AVE rm.5082 ROB Derek Nunney Adult Ed. Br. rm.5066 ROB x37319
Educational Television Facilities Act, P.L. 87-447, Part IV Grants for non-commercial educ. TV broadcast facilities		x											Raymond Stanley Chief Educational TV Branch, DLS, AVE rm. 5909 ROB x26457
National Vocational Student Loan Insurance Act, P.L. 89-287 Loans for vocational education students												x	Mark Birchette Chief Loans Branch, SFA, BHE rm. 4502 ROB x20189

	Construction	Equipment	Materials	Personnel Training	Additional Personnel	Administrative Costs	Planning Grants	Evaluation	Research	Demonstration	Dissemination	Work-Study & Student Financial Aid	Administrative Office
Migration & Refugee Assistance Act., P.L. 87-510, Sec. 3 Loans to Cubans												x	Fred Wells Cuban Loan Sec., Loans Branch, SFA, BHE rm. 4051 ROB x35672
School Construction for Federally Affected Areas, P.L. 81-815	x	x											B. Alden Lillywhite Dir. DSA, ESE rm.2H016 FOB6 x24203
Maintenance & Operation of Schools in Federally Affected Areas, P.L. 81-874, Titles 1 and 3			x		x								B. Alden Lillywhite Dir. DSA, ESE rm.2H016 FOB6 x24203
National Foundation on Arts & Humanities Act, P.L. 89-209, Sec. 12 Strengthening Instruction through grants to public educ. agen. & loans to private non-profit elem.&sec. sch.		x	x										Marjorie Johnston Chief Instructional R Resources Br., PSC, ESE rm.22017 FOB6 x24057
Sec. 13, Institutes to strengthen the teaching of the arts & humanities in elementary and secondary schools			x									x	Doris Gunderson Arts & Humanities Sec. Arts & Humanities Institutes Branch, EPT, ESE rm.20001 FOB6 x37229

Specialists in the Field of Special Education

James C. Chalfant Acting Chief	Handicapped Children and Youth Section	x37967	rm. 20083	FOB6
Kenneth Pederson	Emotionally Disturbed	x33814	rm. 20077	FOB6
John Jones	Visually Limited	x33415	rm. 20069	FOB6
Michael Marge	Speech and Hearing	x35807	rm. 20083	FOB6
Robert Hall	Crippled and Other Health Impaired	x33416	rm. 20073	FOB6
John Baker	Deaf	x33965	rm. 22083	FOB6
Richard Schofer	Mentally Retarded	x34598	rm. 20071	FOB6

Heads of the Various Institute Programs, Title XI

Arts and Humanities Institutes Branch

Doris Gunderson	Arts and Humanities Section	x37229	rm. 20001	FOB6
Eugene Slaughter	Industrial Arts Section	x37675	rm. 20006	FOB6
Robert Jarecke	Educational Media Section	x37261	rm. 20018	FOB6
Robert Jarecke	School Librarians Section	x37261	rm. 20018	FOB6
Allen Schmieder Acting Chief	Social Science Institutes Branch	x37340	rm. 20030	FOB6
Richard Jorgenson	History Section	x37378	rm. 20018	FOB6
Richard Jorgenson	Civics Section	x37378	rm. 20018	FOB6
Allen Schmieder	Geography Section	x37340	rm. 20030	FOB6
Allen Schmieder	Economics Section	x37340	rm. 20030	FOB6
Eugene Slaughter Chief	Modern Language Institutes Branch	x37675	rm. 20006	FOB6
Donald Tuttle	English Section	x37229	rm. 20001	FOB6
Doris Gunderson	Reading Section	x37229	rm. 20001	FOB6
James Spillane	Modern Foreign Languages Section	x21117	rm. 20013	FOB6
Bernard Kaplan Chief	Disadvantaged Youth Institutes Section, Behavioral Sciences Branch	x37492	rm. 20101	FOB6

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C. "1966 Amendments to the Elementary and Secondary Education Act (P.L. 89-10)."

Late in October, 1966, the United States Congress passed a very comprehensive set of amendments to the Elementary and Secondary Education Act (Public Law 89-10). President Johnson signed the Act in November. Among the most important features of the 1966 law is the entirely new Title VI, which provides a far-reaching program of aid to the several States for the upgrading of educational programs for handicapped and disadvantaged children.

Senator Morse, from the Committee on Labor and Public Welfare, submitted the following statement as a part of his report accompanying Senate Bill 3046:

> Public Law 89-10 is amended to include a new title for the education of handicapped children; $150 million for this purpose was authorized for fiscal year 1967 and $250 million for fiscal year ending June 30, 1968. A state's allotment for this program is based upon a population formula of the number of children in the age groups 3-21 to finance programs designed to meet the special educational and related needs of handicapped children throughout the state which are of sufficient size, scope, and quality as to give reasonable promise of substantial progress toward meeting those needs. It is a state-planned program which includes provisions for the acquisition of equipment and, where necessary, the construction of school facilities. A national advisory committee on handicapped children is established to advise the commissioner on programs for the handicapped administered by the office of education. *In addition, a bureau for the education and training of the handicapped is established within the office of education to administer this and other programs of education, training or research for the handicapped.* (emphasis added.)

The text of the new Title is as follows:

TITLE VI—EDUCATION OF HANDICAPPED CHILDREN

APPROPRIATIONS AUTHORIZED

Sec. 601. (a) The Commissioner is authorized to make grants pursuant to the provisions of this title during the fiscal year ending June 30, 1967, and the succeeding fiscal year, for the purpose of assisting the States in the initiation, expansion, and improvement of programs and projects (including the acquisition of equipment and where necessary the construction of school facilities) for the education of handicapped children (as defined in section 602) at the preschool, elementary and secondary school levels.

(b) For the purpose of making grants under this title there is authorized to be appropriated $50,000,000 for the fiscal year ending June 30, 1967, and $150,000,000 for the fiscal year ending June 30, 1968.

DEFINITION OF "HANDICAPPED CHILDREN"

Sec. 602. As used in this title, the term "handicapped children" includes mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired children who by reason thereof require special education and related services.

ALLOTMENT OF FUNDS

Sec. 603. (a) (1) There is hereby authorized to be appropriated for each fiscal year for the purposes of this paragraph an amount equal to not more than 3 per centum of the amount appropriated for such year for payments to States under section 601 (b). The Commissioner shall allot the amount appropriated pursuant to this paragraph among Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands according to their respective needs for assistance under this title.

(2) From the total amount appropriated pursuant to section 601 (b) for any fiscal year the Commissioner shall allot to each State an amount which bears the same ratio to such amount as the number of children aged three to twenty-one, inclusive, in the State bears to the number of such children in all the States. For purposes of this subsection, the term "State" shall not include the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, or the Trust Territory of the Pacific Islands.

(b) The number of children aged three to twenty-one, inclusive, in any State and in all the States shall be determined, for purposes of this section, by the Commissioner on the basis of the most recent satisfactory data available to him.

(c) The amount of any State's allotment under subsection (a) for any fiscal year which the Commissioner determines will not be required for that year shall be available for reallotment, from time to time and on such dates during such year as the Commissioner may fix, to other States in proportion to the original allotments to such States under subsection (a) for that year, but with such proportionate amount for any of such other States being reduced to the extent it exceeds the sum the Commissioner estimates such State needs and will be able to use for such year; and the total of such reductions shall be similarly realloted among the States whose proportionate amounts were not so reduced. Any amount realloted to a State under this subsection during a year shall be deemed part of its allotment under subsection (a) for that year.

STATE PLANS

SEC. 604. Any State which desires to receive grants under this title shall submit to the Commissioner through its State educational agency a State plan in such detail as the Commissioner deems necessary. The Commissioner shall not approve a State plan or a modification of a State plan under this title unless the plan meets the following requirements:

(a) The plan must provide satisfactory assurance that funds paid to the State under this title will be expended, either directly or through local educational agencies, solely to initiate, expand, or improve programs and projects, including preschool programs and projects, (A) which are designed to meet the special educational and related needs of handicapped children throughout the State, (B) which are of sufficient size, scope, and quality (taking into consideration the special educational needs of such children) as to give reasonable promise of substantial progress toward meeting those needs, and (C) which may include the acquisition of equipment and where necessary the construction of school facilities. Nothing in this title shall be deemed to preclude two or more local educational agencies from entering into agreements, at their option, for carrying out jointly operated programs and projects under this title. The plan may provide up to 5 per centum of the amount alloted to the State for any fiscal year or $75,000 ($25,000 in the case of the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, and the Trust Territory of the Pacific Islands), whichever is greater, may be expended for the proper and efficient administration of the State plan (including State leadership activities and consultative services), and for planning on the State and local level.

(b) The plan must provide satisfactory assurance that, to the extent consistent with the number and location of handicapped children in the State who are enrolled in private elementary and secondary schools, provision will be made for participation of such children in programs assisted or carried out under this title.

(c) The plan must provide satisfactory assurance that the control of funds provided under this title, and title to property derived therefrom, shall be in a public agency for the uses and purposes provided in this title, and that a public agency will administer such funds and property.

(d) The plan must set forth policies and procedures which provide satisfactory assurance that Federal funds made available under this title will be so used as to supplement and, to the extent practical, increase the level of State, local, and private funds expended for the education of handicapped children, and in no case supplant such State, local, and private funds.

(e) The plan must provide that effective procedures, including provision for appropriate objective measurements of educational achievement, will be adopted for evaluating at least annually the effectiveness of the programs in meeting the special educational needs of, and providing related services for, handicapped children.

(f) The plan must provide that the State educational agency will be the sole agency for administering or supervising the administration of the plan.

(g) The plan must provide for making such reports, in such form and containing such information, as the Commissioner may reasonably require to carry out his functions under this title, including reports of the objective measurements required by paragraph (e) of this subsection; and the plan must also provide for keeping such records and for affording such access thereto as the Commissioner may find necessary to assure the correctness and verification of such reports.

(h) The plan must provide satisfactory assurance that such fiscal control and fund accounting procedures will be adopted as may be necessary to assure proper disbursement of, and accounting for, Federal funds paid under this title to the State, including any such funds paid by the State to local educational agencies.

(i) The plan must provide satisfactory assurance that funds paid to the State under this title shall not be made available to any school for handicapped children eligible for assistance under section 203 (a)(5) of Title II of Public Law 874, Eighty-first Congress.

(j) The plan must provide satisfactory assurance, in the case of any project for construction of school facilities, that the project is not inconsistent with overall State plans for the construction of school facilities and that the requirements of section 610 will be complied with on all such construction projects.

(k) The plan must provide satisfactory assurance that effective procedures will be adopted for acquiring and disseminating to teachers and administrators of handicapped children significant information derived from educational research, demonstration, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects.

PAYMENTS

SEC. 605. From the amounts alloted to each State under section 603, the Commission shall pay to that State an amount equal to the amount expended by the State in carrying out its State plan. These payments may be made in installments, and in advance or by way of reimbursement, with necessary adjustments on account of overpayments or underpayments.

ADMINISTRATION OF STATE PLANS

SEC. 606. (a) The Commissioner shall not finally disapprove any State plan submitted under this title, or any modification thereof, without first affording the State agency administering the plan reasonable notice and opportunity for a hearing.

(b) Whenever the Commission, after reasonable notice and opportunity for hearing to such State agency, finds—

(1) that the State plan has been so changed that it no longer complies with the provisions of section 604, or

(2) that in the administration of the plan there is a failure to comply substantially with any such provisions,

the Commissioner shall notify such State agency that the State will not be regarded as eligible to participate in the program under this title until he is satisfied that there is no longer any such failure to comply.

JUDICIAL REVIEW

SEC. 607.(a) If any State is dissatisfied with the Commissioner's final action with respect to the approval of its State plan submitted under section 604 or with his final action under section 606 (b), such State may, within sixty days after notice of such action, file with the United States court of appeals for the circuit in which such State is located a petition or review of that action. A copy of the petition shall be forthwith transmitted by the clerk of the court to the Commissioner. The Commissioner thereupon shall file in the court the record of the proceedings on which he based his action, as provided in section 2112 of Title 28, United States Code.

(b) The findings of fact by the Commissioner, if supported by substantial evidence, shall be conclusive; but the court, for good cause shown, may remand the case to the Commissioner to take further evidence, and the Commissioner may thereupon make new or modified findings of fact and may modify his previous action, and shall certify to the court the record of the further proceedings. Such new or modified findings of fact shall likewise be conclusive if supported by substantial evidence.

(c) The court shall have jurisdiction to affirm the action of the Commissioner or to set it aside, in whole or in part. The judgment of the court shall be subject to review by the Supreme Court of the United States upon certiorari or certification as provided in section 1254 of Title 28, United States Code.

NATIONAL ADVISORY COMMITTEE ON HANDICAPPED CHILDREN

SEC. 608. (a) The Commissioner shall establish in the Office of Education a National Advisory Committee on Handicapped Children, consisting of the Commissioner, who shall be Chairman, and not more than twelve additional members, not less than 50 per centum of whom shall be persons affiliated with educational, training, or research programs for the handicapped, appointed by the Commissioner without regard to the civil service laws.

(b) The Advisory Committee shall review the administration and operation of this Act, Title II of Public Law 874, Eighty-first Congress, and other provisions of law administered by the Commissioner, with respect to handicapped children, including their effect in improving the educational attainment of such children, and make recommendations for the improvement of such administration and operation with respect to such children. These recommendations shall take into consideration experience gained under this and other Federal programs for handicapped children and, to the extent appropriate, experience gained under other public and private programs for handicapped children. The Advisory Committee shall from time to time make such recommendations as it may deem appropriate to the Commissioner and shall make an annual report of its findings and recommendations to the Commissioner not later than January 31 of 1968 and each fiscal year thereafter. The Commissioner shall transmit each report to the Secretary together with his comments and recommendations, and the Secretary shall transmit such report, comments, and recommendations to the Congress together with any comments or recommendations he may have with respect thereto.

(c) Members of the Advisory Committee who are not regular full-time employees of the United States shall, while serving on business of the Committee, be entitled to receive compensation at rates fixed by the Commissioner, but not exceeding $100 per day, including travel time; and while so serving away from their homes or regular places of business, they may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of Title 5 of the United States Code for persons in Government service employed intermittently.

(d) The Commissioner may, at the request of the Advisory Committee, appoint such special advisory professional or technical personnel as may be necessary to enable the Advisory Committee to carry out its duties.

BUREAU FOR EDUCATION AND TRAINING OF THE HANDICAPPED

SEC. 609. The Commissioner shall establish at the earliest practicable date not later than July 1, 1967, and maintain within the Office of Education a bureau for the education and training of the handicapped which shall be the principal agency in the Office of Education for administering and carrying out programs and projects relating to the education and training of the handicapped, including programs and projects for the training of teachers of the handicapped and for research in such education and training.

LABOR STANDARDS

SEC. 610. All laborers and mechanics employed by contractors or subcontractors on all construction projects assisted under this title shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U. S .C. 276a—276a-5). The Secretary of Labor shall have with respect to the labor standards specified in this section the authority and functions set forth in Reorganization Plan Numbered 14 of 1950 and Section 2 of the Act of June 13, 1934, as amended (40 U. S. C. 276c).

APPENDIX VI

"THE MAGNITUDE OF THE RUBELLA (GERMAN MEASLES) EPIDEMIC: AN EXAMPLE OF COMING NEEDS."

An excerpt from the testimony of Dr. Janet Hardy, Director of the Collaborative Project on Cerebral Palsy and Associate Professor of Pediatrics of The Johns Hopkins University Hospital, to the Governor's Commission on the Educational Needs of Handicapped Children at its hearing for State-wide groups in Baltimore on Monday, September 26, 1966, is as follows:

"In a special study we are following approximately 200 children with congenital rubella-confirmed by virologic isolation or serologic study, or both. Of these children:

35 percent—have cardiac disease.

50 percent—have hearing problems of which half are profound.

20 percent—have visual problems—of which two-thirds are severe.

54 percent—have some retardation of development (one-half of these are severely retarded).

60 percent—have small head size—at the third percentile or below and many of these have poor growth, failure to thrive. There is reason to believe that they will not catch up.

less than 5 percent of the children are normal through one-year of follow-up over 50 percent of the children were born between October 1964 and Februrary 1965.

In the Collaborative Study 1350 pregnancies were studied during the rubella epidemic (1963-64). These pregnancies terminated between January 1, 1964 and March 31st 1965. We have encountered the full spectrum of rubella disease in the offspring. We have presumptive laboratory evidence that approximately 10 percent of these pregnancies were affected by rubella. (Possibly slightly more—the laboratory work is not quite complete). Only a small handful of surviving children from the affected pregnancies are entirely normal. While rubella in the first trimester causes the most severe damage, hearing defects, retarded development and vascular lesions have followed rubella in the second trimester of pregnancy.

If one extrapolates to the 16,800 babies born to Baltimore women during the same fifteen month period, a very conservative estimate would suggest that at least 1500 of the children will have serious problems as a result of the rubella epidemic.

The urgent, present need is for auditory training and hearing aids for the deaf children—who are now between 18 months and 30 months of age.

There will be need for institutional care for the blind, deaf and retarded, and cerebrally palsied rubella children.

There will be need for special educational facilities for the small headed, small, mildly retarded children when they come to school age. They should if possible be identified before school age, in order to avoid the trauma of failure.

It seems important that Educators be aware of the rubella problem in order that plans may be made to meet it.

Some creative thinking and ingenuity will be required to help this big wave of damaged children and their parents to make the most of the potential which remains.

APPENDIX VII

A. "Descriptions of Categories of Children in Special Classes Eligible Through Fiscal Year 1967 for State Aid Under Section 241(b) of Article 77 of the Maryland Code (1957 Edition)."

1. **Trainable Mentally Handicapped**

   This is a child of subaverage intellectual development who will not profit from academic education, even in special classes for the educable mentally handicapped, but who can be expected to learn self-care, social adjustment in the family and neighborhood, and economic usefulness in a protected environment. The training program for this child requires special facilities, intensive attention and care, and special equipment and materials.

   a. Upper Limits

   A child whose measured intelligence is above I.Q. 55 on the Binet or 60 on the Wechsler Intelligence Scale for Children (full scale) cannot be considered to be in this category.

   b. Lower Limits

   A child whose measured intelligence is below I.Q. 25 on the Binet or below 35 on the Wechsler Intelligence Scale for Children (full scale) cannot be considered to be in this category since the best available research evidence indicates that such a child will not profit from this program.

2. **Specific Learning Disabilities**

   This is a child who exhibits specific academic failure in one or more areas due to brain injury, perceptual disturbance, emotional inhibition, or trauma, such as dyslexia, agraphia, and strephosymbolia.

3. **Emotionally Disturbed**

   This is a child with severe behavioral maladjustment which prevents him from profiting from regular class programs.

4. **Orthopedically Handicapped**

   This is a child who is physically limited to such a degree that the school facilities must be altered for him to profit from public education.

5. **Blind or Partially Seeing**

   This is a child who has lost or who is losing visual ability to such an extent that he cannot profit from public school education unless a majority of his school day is devoted to the use of special facilities in a special class or resource room.

6. **Speech and Hearing Handicaps**

   This is a child who is so severely handicapped in speech, hearing, language, or any combination of these that special class placement is required for his education.

7. **Aphasic**

   This is a child having a severe communication disorder involving comprehension, expression, or both. This condition may be caused by either psychological or neurological factors.

8. **Multiple Handicapped**

   This is a child who exhibits more than one of the handicapping conditions described above, any one of which by itself may not be severe, the combination of which constitutes a severely handicapped child.

Note on Brain Injury

It will be noted that this classification scheme omits the term "brain injury." This is because that term, although of medical significance, is not necessarily useful in education. Children previously as brain-injured will be found to fall into one of the above-listed categories, especially aphasic, emotionally disturbed, or specific learning disabilities. This is in accord with the most recent advances in special education.

The above definitions were supplied to the Commission by the State Department of Education.

B. "Definition and Policy Concerning the Mildly or 'Educable' Mentally Retarded Child."

In the Department Bylaws, however, the definition and policy with respect to the mildly or "educable" retarded child are set forth. Bylaw 411 states in section 3(b) that

> "b. Children who are commonly known as the educable mentally retarded should be cared for in the public school. In order to provide appropriate programs for these children, the school shall consider all factors listed below. Each case shall be decided individually.
>
> (1) Mental age of at least 4.
>
> (2) Mental retardation below the lower limit of normal intelligence as obtained by a qualified examiner on an individual psychological examination (approximately 55-75), with limits flexible to meet individual cases.
>
> (3) Evidence of retardation in social adjustment, performance, and achievement.
>
> (4) A medical report regarding the physical status and general health of the child.
>
> (5) A thorough qualitative or descriptive report on the behavior of the child in social and educational situations and of his personal relations with family, teacher, and other children.
>
> (6) Objective results of any group tests of intelligence and achievement that are available."